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ABSTRACT

These materials for the curriculum area of meeting personal and family textile needs comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken us in this document is divided into three practical problems about what to do regarding: (1) physical, social, and psychological needs; (2) procurement; and (3) managing textile and clothing needs. These are further categorized into six concerns: physical needs, social and psychological needs, planning, obtaining, care and maintenance, and self and society. Each concern is divided into a number of concepts or modules. This package consists of 28 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

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# WHAT TO DO REGARDING MEETING PERSONAL AND FAMILY TEXTILE NEEDS

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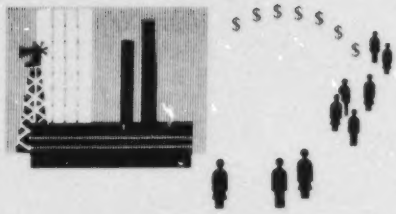
Personal and Family Textile Needs



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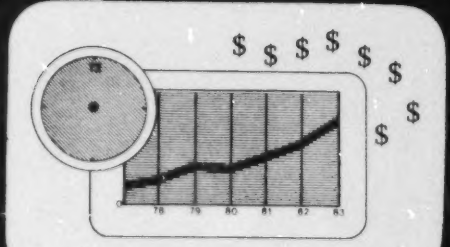
Feeding and Nourishing the Family

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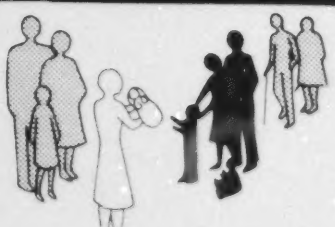

Nurturing Human Development

CE 041 905

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Division of Vocational Education
Home Economics Section
65 South Front Street, Room 912
Columbus, Ohio 43215

# INTRODUCTION

The social/psychological role of clothing, as well as buying, construction and care decisions, are emphasized in this section. Traditional emphasis has been on fashion and clothing construction. This curriculum incorporates more concepts and strategies which enable young men and women to question quality and quantity, the influence of peer and media pressure and the issue of status as they make personal and family textile decisions. The concepts apply to home textile products as well as clothing. Integral to these decisions is an understanding of one's self concept, present and possible future roles/careers, one's physical needs and characteristics and the life cycle. Problem solving relative to coordinating wardrobe, distinguishing between fads and fashions is also pertinent to today's adolescents.

Skill development includes those skills needed to plan, purchase, construct, repair, alter and care for personal and family textiles.

This curriculum encourages students to be proactive and to be concerned with such issues as government regulations, labeling, energy and ecology. A module on careers and entrepreneurship is included.

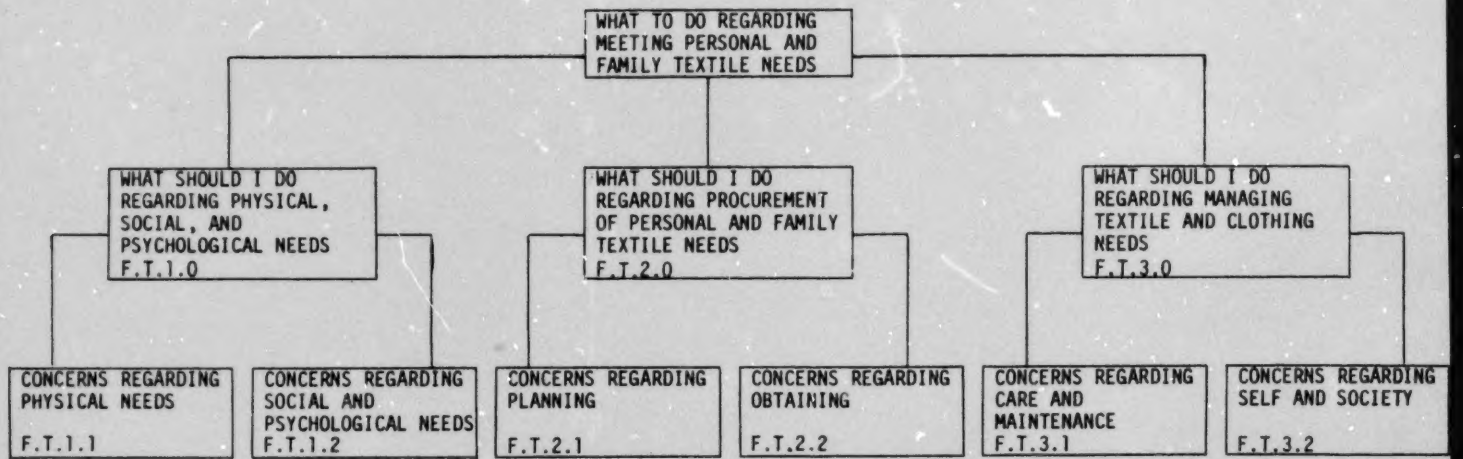
Since resources become quickly out of date, there are fewer supplementary sheets. You will need to constantly assemble current resources. However, there are many original strategies and problem solving situations included in the module.

# HOMEMAKING SKILLS

Homemaking skills which are essential for performance of the following homemaking tasks are developed in the modules in Meeting Personal and Family Textile Needs.

Providing and Caring for Clothing and Textile Products

- Choose proper laundry cleaning agents
- Determine how much to spend for clothing
- Evaluate family's wardrobe needs, suitability and safety of clothing
- Sew clothing for self and/or family
- Identify fabrics and their characteristics
- Launder or dry clean clothing and linens according to fabric characteristics
- Make alterations to clothing
- Mend and repair clothing
- Select clothing and accessories
- Sort clothes for laundering
- Store clothing properly


WHAT TO DO REGARDING MEETING PERSONAL AND FAMILY TEXTILE NEEDS
WHAT SHOULD I DO REGARDING PHYSICAL, SOCIAL, AND PSYCHOLOGICAL NEEDS F.T.1.0
WHAT SHOULD I DO REGARDING PROCUREMENT OF PERSONAL AND FAMILY TEXTILE NEEDS F.T.2.0
WHAT SHOULD I DO REGARDING MANAGING TEXTILE AND CLOTHING NEEDS F.T.3.0
CONCERNS REGARDING PHYSICAL NEEDS F.T.1.1
CONCERNS REGARDING SOCIAL AND PSYCHOLOGICAL NEEDS F.T.1.2
CONCERNS REGARDING PLANNING F.T.2.1
CONCERNS REGARDING OBTAINING F.T.2.2
CONCERNS REGARDING CARE AND MAINTENANCE F.T.3.1
CONCERNS REGARDING SELF AND SOCIETY F.T.3.2

1.11 Health

1.12e Safety

1.13 Comfort

1.21 Creativity

1.22 Roles

1.23 Status

1.24e Self Concept

1.25e Media/Peer Pressure

1.26 Leisure Time

2.11 Quality/Quantity

2.12 Life Cycles

2.13e Design Principles/ Color

2.14e Coordinating Wardrobe

2.15 Fads/Fashions

2.21* Buying

2.22 Labeling

2.23* Fiber/Fabric

2.24e Construction Decisions

2.25* Construction

3.11 Storage

3.12e Equipment

3.13e Cleaning

3.14e Repair

3.15 Alterations

3.21 Energy

3.22 Ecology

3.23 Government Regulations

3.24 Careers/ Entrepreneurship

| | |
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Physical Needs/Health |

**HOMEMAKING SKILLS**

- Select clothing and household textiles to promote general good health
- Care for clothing and household textiles to promote general good health

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Present Messy Molly and Meticulous Marvin. Discuss differences in their dress and appearance, reasons why they may be dressed as they are and long-term health implications. Why should we be concerned about this for self? Family? Society? Community? |
| | Relationship of health standards | You are much more than what shows on the surface. Discuss if there is a correlation between good health and family textile needs by using the following situations.<br>--Child in a puddle without boots.<br>--Teenager cutting grass without shoes.<br>--Cook wearing a mohair sweater.<br>--Dentist with unclean fingernails.<br>--Welder without welding hood in place. |
| | | What are the consequences of these examples for you, family and society? What are other alternatives? |
| | Factors affecting health standards and dress | Using resources, identify factors (money, time, energy, feeling of self-worth, values, societal expectations, knowledge, personal care) that affect overall good health and how dress plays a part in the health of an individual and family. Share results with the class. List on chalkboard. |

3.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection of one's own health standards | Draw on chalkboard a continuum depicting Messy Molly to Meticulous Marvin. Place yourself on the continuum where you perceive you are in terms of health/clothing. Generate questions such as:<br>--Are you helping yourself by the way you dress?<br>--Are you helping others by caring about yourself?<br>--What are the consequences where you are on the continuum? (no job, lose friends, leader potential.)<br>--What are the alternatives for yourself in health/clothing?<br><br>Using the practical reasoning process, develop a plan of action to improve or maintain personal health and clothing standards. |
| 4. | Self in relation to the healthy well-being of family and others | IEE--Develop a plan of action for your family.<br><br>IEE--Conduct a "Man on the Street" survey by observing clothing choices as related to health. Report findings and make recommendations.<br><br>IEE--Improve health standards in the family laundry.<br><br>FHA/HERO--Place posters in community laundry centers illustrating health/clothing concepts. (Disinfect diapers, cold water vs. hot water, bacterial growth in clothing, contagious diseases.) |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Physical Needs/Safety |

**HOMEMAKING SKILLS**

- Select clothing and home textiles to meet physical needs for safety

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Safety standards of textiles | Set up a display of clothing items such as shoes, outer garments, children's clothes and work uniforms. What are the main functions of the displayed items? How many of these functions are for our safety and well-being?<br><br>Divide into two groups. The first group will look through catalogues, magazines, textbooks and OSHA (Occupational Safety and Health Administration) resources to identify clothing suitable for different age groups. Discuss safety features of all items on display for different age groups and given activities. List safety considerations in clothing for:<br><br>--Infants<br>--Toddlers<br>--School-age children<br>--Persons with jobs<br>--Elderly<br><br>Summarize these considerations into a list of standards to follow when selecting clothing.<br><br>The second group follow similar experience except concentrate on household textiles in home environment.<br><br>--Kitchen/bath<br>--Wall/floor/window coverings<br>--Furniture<br>--Nursery<br>--Garbage/basement<br><br>Share list of standards. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Safety problems and hazards | Role play the following situations describing safety factors. Remainder of the students should guess the situation/consequence.<br>--An infant in inappropriate sleepwear.<br>--A child wearing inappropriate clothing in hot or cold weather.<br>--Someone dresses inappropriately for a sports activity. (jogging at night)<br>--Someone dresses inappropriately for a job such as a construction worker or w itress.<br>--An elderly woman who cannot dress or undress herself.<br>--A window with curtains close to a woodburning stove.<br>--A rug, without rubber grips, outside the shower stall. |
| | Clothing alternatives for safer dress | Discuss alternatives and consequences for each of the above situations. How will these alternatives affect others around the individual? Considering the personal and environmental factors, would these alternatives be workable? Hold a class vote to determine the most appropriate alternative. |
| | Reflection | Analyze today's apparel as appropriate for all planned activities for the day. Plan clothing choices for the remainder of the week reflecting safety.<br>FHA/HERO--Debate which is more important, fashion or safety. How can you achieve both?<br>FHA/HERO--Start a safe clothing campaign by making home flyers, developing radio spots, or writing school news articles on "Prevent Accidents--Be Safely Dressed."<br>FHA/HERO--Develop a Skill Event (Informative Speech or Coping with Crisis) presentation dealing with safety/clothing.<br>IEE--Search for newspaper clippings about accidents due to use of unsafe clothing and household textiles. Write explanations of what should have been done to prevent the accidents.<br>IEE--Evaluate family clothing for safety. After considering factors, list alternatives. With family members, develop a plan of action. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Physical Needs/Comfort |

**HOMEMAKING SKILLS**

- Select clothing and home textiles to meet physical needs for comfort

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Create a silhouette on butcher paper. Mark the following areas of optimum insulation thickness for outdoor clothing comfort.<br>Thermal Efficiency<br>--Heads - 1 inch --Torso - 3 inches --Legs - 2 inches<br>--Arms - 2 inches --Hands - 1 inch --Feet - 2 inches<br>Discuss experiences in cold and hot weather. Identify clothing which was most comfortable. Make resources available to examine.<br>In pairs, choose an activity (scrubbing table, playing tennis, swimming, washing hair) and pantomime that activity for the rest of the class. Identify movements which create strain and points of stress on the garment. |
| | Personal importance of comfort in clothing | Select an item of clothing from a bag of pictures or real items and discuss comfort factors with teacher (tie, jeans). Ask two other students their opinions. Make a decision on the comfort factor and place item on the table at the spot marked with the appropriate comfort scale (1-10). Invite several visitors to view display table and offer their personal ideas regarding the comfort factor. Discuss individual differences in considering comfort. |
| | Comfort factors in clothing and household materials | Bring or wear your most comfortable outfit to class and explain all the factors which contribute to its comfort. Develop a class list of factors which contribute to clothing comfort (size, style, fit, fabric, fasteners). Ask the following questions. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Comfort factors in clothing and household materials (continued) | --Would this be comfortable for the elderly? A hiker? A handicapped person? A person who is allergic to wool?<br>--Would you feel comfortable in this in all situations?<br>--What values determine if this outfit is comfortable? You? Parents? Society?<br><br>FHA/HERO--Debate the topic--Comfort for physical well-being (or performance) versus comfort for personal satisfaction. Insulated clothes for a cold winter versus a favorite jean jacket. Sheer curtains versus insulated draperies in January.<br><br>FHA/HERO--Survey class and/or others about the most comfortable textile in their home (carpet, upholstery, sheets). Compare this type of comfort to clothing comfort. |
| PR | Reflection | Consider the following case study.<br><br>--Maribeth wins a $10,000 shopping spree through the local department store. All her friends have glamorous suggestions, but Maribeth wants to carefully think through her selections. She values practical household items and clothing and will be attending college in the fall living in an efficiency apartment. Snow skiing is a favorite pasttime; however, her summer job is a lifeguard at Cedar Point. One important consideration is her allergic reaction to wool.<br><br>Help Maribeth progress through the practical reasoning process in order to make wise purchases during the shopping spree.<br><br>IEE--Visit a bedding shop or department store and choose bedding for your bed purely for comfort. Report choice to class and discuss why you choose specific fabrics.<br><br>--Analyze clothing wardrobe. Modify uncomfortable outfits. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/ Creativity |

**HOMEMAKING SKILLS**

- Generate creative alternatives for clothing and textile decisions
- Produce creative textiles for family and home

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Creativity | Discuss--Are we always allowed to be creative? What limits our creativity? What encourages it? Is being creative a good quality?<br><br>Brainstorm a list of people who are creative. Identify and list how or why they are creative.<br><br>Complete questionnaire *Characteristics Which Are A Clue To Creativity. Poll the students for their answers. Discuss implications related to using the practical reasoning process.<br><br>Compare pictures of designer clothes vs. non-designer clothes in pattern catalogue. Identify uniquenesses. |
| | Benefits of developing creativity | Display a plain item of clothing on the bulletin board (white T-shirt). Distribute situational factor cards (below). Generate creative alternatives for the white T-shirt, keeping in mind the situational factors. Share creative design. Analyze creative aspects of each idea.<br>--Woman six months into pregnancy<br>--Cold weather approaching<br>--The basis for many outfits<br>--Person wearing a back brace<br>--Long distance runner<br>--Large figure |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Benefits of developing creativity (continued) | Use a bulletin board display of the same item of clothing each day. Change it every day to make it look different and in Vogue (adding scarf, flower, jewelry).<br><br>React to the statement--Being creative is a way of thinking, seeing something in nothing and then producing your ideas in some way. |
| | Creativity/ productivity | Discuss creativity and productivity.<br><br>--When you have a creative idea, what do you do?<br>--How do you feel if you put an idea into action?<br>--Does creativity lead to productivity?<br>--How do you relate construction to creativity?<br>--How do you relate personal appearance to creativity?<br>--Who benefits from creativity? Productivity? |
| | Reflection | Redesign your bedroom or a room in your home.<br><br>--What textiles would you select to reflect your personality? Creativity?<br>--What are several ideas/alternatives to your design?<br><br>Explore consequences. (Comfort, safety, financial, personal satisfaction, sharing room.)<br><br>You are taking a month's vacation in New York City. Baggage is limited. Plan a ten-piece wardrobe from which you can create at least 30 different outfits. Share with class. Discuss different situational factors and alternatives.<br><br>IEE--Start an Idea Book of clothing styles and clothing accessories or home furnishings that you would like. Consider color, pattern, detailing and textures. Use different resources to produce the idea book such as magazines, historical costume books and observing other designer styles. If everyone wore the same thing, where would original ideas come from?<br><br>IEE--Create a fabric design, original garment design, or accessories for a garment.<br><br>FHA/HERO--Plan a field trip to an area museum or art display. Invite the art teacher to class to help discuss the role of creativity in our lives. |

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## CHARACTERISTICS WHICH ARE A CLUE TO CREATIVITY

Be honest with yourself as you answer the following questions.

| | | Yes | No | Some-times |
|---|---|---|---|---|
| 1. | Do you have an intense interest in something? | ☐ | ☐ | ☐ |
| 2. | Do you have a lively imagination? | ☐ | ☐ | ☐ |
| 3. | Are you energetic and on the move? | ☐ | ☐ | ☐ |
| 4. | Do you ask questions all the time? Questions beginning with such words as who, how, why, what if, where, when, which, suppose? | ☐ | ☐ | ☐ |
| 5. | Do you have stickability--do you stay with a creative project until it is finished? Do you follow through on ideas set in motion? | ☐ | ☐ | ☐ |
| 6. | Do you examine and study things closely? | ☐ | ☐ | ☐ |
| 7. | Do you like to experiment, explore, investigate? | ☐ | ☐ | ☐ |
| 8. | Are you inventive? | ☐ | ☐ | ☐ |
| 9. | Do you have an independent spirit and are you independent in your thinking? | ☐ | ☐ | ☐ |
| 10. | Do you have a curious nature? Do you seek out new experiences, although they sometimes get you into trouble? | ☐ | ☐ | ☐ |
| 11. | Do you keep an open mind? Do you show a willingness to consider or explore strong and wild ideas? | ☐ | ☐ | ☐ |
| 12. | Do you have a sense of humor? Do you laugh easily and enjoy a good story? | ☐ | ☐ | ☐ |
| 13. | Are you an enthusiastic person who has a zest for living? | ☐ | ☐ | ☐ |
| 14. | Do you have good judgment? Do you search for truth? Do you search for facts? Evaluate them? Try to always understand first then judge? | ☐ | ☐ | ☐ |
| 15. | Can you see relationships among apparently unrelated ideas? | ☐ | ☐ | ☐ |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/Roles |

**HOMEMAKING SKILLS**

- Analyze relationships of societal roles and clothing
- Select clothing based on specific social and psychological needs

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Multiple roles individuals play | React to the statement--"Actors wear costumes for the roles they play in a movie; people wear costumes for the roles they play in life."<br><br>Given that at school, a person might play the role of a student, at work an employee, at home a son or a daughter, list other roles one might concurrently play. How might the various roles affect the type of clothing needed by the individual? |
| | Reasons clothing denotes roles or careers | Do 60 Seconds activity--Ten students draw one card listing various occupations and lifestyles. In one minute, describe the person on your card to the rest of the class so they can guess who it is. (Lifeguard, naval officer, waitress) Make a tape of the descriptions. After all persons have been identified, determine how many times dress was used in the descriptions by playing the tape. Discuss the following questions.<br><br>--What are the reasons for their manner of attire?<br>--What effect would wearing a uniform have on your social/psychological needs?<br>--How might your dress affect others?<br><br>Describe or sketch clothing typical of the following people and discuss why that mode of dress or adornment was adopted.<br><br>--Buddhist monk<br>--punk rock star<br>--convict<br>--cowboy<br>--American Indian<br>--priest<br>--eskimo |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reasons clothing denotes roles or careers (continued) | React to the following situations.<br>--A surgeon wears jeans and a sweatshirt while operating.<br>--A hair stylist wears a simple gray suit.<br>--A policeman wears bright green polyester slacks and a Hawaiian print shirt.<br>--Band members wear anything they want when they perform for the 4th of July parade.<br><br>Discuss the significance/importance of wearing "special" clothing for certain roles or careers.<br><br>--Write an invitation to some event. Relay specific kind of clothes for the guests to wear. Discuss the terms formal and informal.<br>--Determine the costs of renting formal wear. Discuss the benefits of renting clothes for certain occasions.<br><br>Using decision tests (universal, role reversal, new situation), discuss the effect the following situations might have on individuals, family members and society. Brainstorm additional situations.<br><br>--Riding motorcycle without a helmet.<br>--Construction worker does not wear steel-toed boots and hard hat.<br>--A clergyman refuses to wear the customary clothing in the pulpit.<br>--Graduate insists on wearing faded jeans to the commencement exercises.<br>--Members of the foods laboratory do not tie back hair. |
| | Reflection | Share a time that you feel you were dressed inappropriately for the role you were assuming. Discuss what factors have caused you to arrive at this decision.<br><br>FHA/HERO--Interview employees of various fast food chains about their reactions to the required uniform--likes/dislikes, safety, comfort, fit, color, care.<br><br>IEE--Design a uniform or suggested clothing for a particular career (bank teller, automobile salesperson, race car driver, child care worker). |

14.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PR | Reflection (continued) | Review current literature on wardrobe planning (Dressing for Success). Report findings.<br><br>Use practical reasoning to solve the question: Should we have a school dress code? Generate alternatives, consequences and apply decision tests--universal consequences, role reversal, new situation. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/Status |

**HOMEMAKING SKILLS**

- Select clothing
- Determine how much to spend for clothing
- Evaluate relationship of status need to clothing choices

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Status symbols | Given pictures of individuals dressed differently, make a "30 Second Judgment" related to each picture. (Teacher should include pictures that denote status.) Discuss opinions formed of each and the bases of the opinions.<br><br>Find the definition of status in the dictionary. Write a personal definition giving specific examples of status. |
| | Relationship of status to dress and clothing | In groups, brainstorm to clarify items or types of clothing/home textiles that denote status. Discuss how or why these items become status symbols.<br><br>Compile a list of values related to clothing/home textile selection. Rank order and compare your list with class members. Where do status-related factors rank? What conclusions can be drawn?<br><br>Collect clothing/home textile advertisements that appeal to various emotions and psychological needs. Discuss ways textile manufacturers capitalize on the relationship between dress/home use and the concept of status.<br><br>Design a label or symbol for a personal "designer" collection. Display labels. Discuss rationale behind design. Is the design status related? What are the consequences of no designer labels (lower prices, no free advertising, decreased sales, no competition, no group identification)? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Relationship of status to dress and clothing (continued) | Identify the type of clothing each of the following individuals might wear in the following situations to obtain status.<br>--Businessman having lunch with his boss.<br>--High school senior during commencement exercises.<br>--Quarterback of the football team at an after-game dance.<br>--Twenty-six year old woman dining and attending a Broadway show.<br>--Sixteen-year-old girl going to school. |
| | | Generate alternatives and consequences. Determine the situational factors affecting the alternatives and consequences. Test decision using role reversal test, new situations test, and universal consequences test. |
| | Reflection | Record feelings related to the following situations.<br>--A new student arrives at school wearing a character label shirt, designer jeans and athlete endorsed tennis shoes.<br>--A new student arrives at school wearing a light-colored shirt, dress slacks and a tie.<br>--A new student arrives at school wearing faded jeans, a T-shirt and tennis shoes with holes in them. |
| | Evaluation | Consider such statements as "Clothes make the person" and "Dress for success." Write a paper explaining your opinion as to the value of the statements. Also explain what effect such statements might have on society.<br>IEE--Construct a clothing item. Design and make a personal label.<br>IEE--Interview various age levels to determine if they would prefer to have X number of designer jeans as opposed to X number of plain pocket jeans and reason for choice. Report findings, give your personal preference and justify your choice.<br>IEE--Interview five people from different age groups to determine their definition of status. Cite responses and evaluate similarities and differences within age groups.<br>FHA/HERO--Develop a showcase depicting T-shirts which local stores advertise but are linked to status symbols (Nike, Kiss[illegible]ush, Sasson, Jordache). Illustrate abuse of teenage status seeking. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/ Self Concept |

**HOMEMAKING SKILLS**

- Choose appropriate dress to enhance self concept

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| 19. PROBLEM | | Read and react to the following situation.<br><br>Dirk is invited to a party on Friday when he will know only a few in attendance. With nervous anticipation, he is looking through his closet trying to determine an appropriate outfit for the party. He wants to look good, feel in and accepted and be liked. He wants to be comfortable but cool. Dirk's mother buys all his clothes at Bargain City being economical and practical-minded. Dirk has a large supply of outdated hand-me-downs from his older brother. He will pick up his paycheck from the local carwash Friday morning.<br><br>What are Dirk's alternatives? Consequences of each alternative? |
| | Relationship of clothing to self concept | How does clothing affect self concept? What kind of first impression will Dirk make? Are you concerned about first impressions? How will Dirk's decision affect his family? What are the opportunity costs?<br><br>Think of two physical characteristics you possess that you are pleased with. What types of clothes would best show off these characteristics and improve your self concept? Are there times you would play down these characteristics?<br><br>Given several fabric scraps, select swatches that would make you feel...<br>--happy --quiet --comfortable --proud<br>--sad --boisterous --uncomfortable --unimportant<br>Give reasons why. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection | Use catalogs, magazines and newspapers to collect pictures of clothing or inventory personal clothing items at home that you would feel good wearing. Discuss where you would wear each, why it would be appropriate for you and the impression each of these garments may give others regarding your self concept and self confidence.<br><br>IEE--Using pictures of clothing, discuss physical characteristics that could be changed by wearing certain garments. Discuss how apparent body features affect feelings about self and how clothing can affect those feelings.<br><br>FHA/HERO--Determine the "look" or image that members/officers would like to portray to others when representing the chapter at skill events or functions away from school. Brainstorm appropriate dress and why that would work best for the members involved. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal And Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/ Media-Peer Pressure |

**HOMEMAKING SKILLS**

- Evaluate clothing advertisements
- Be aware of media influence and subsequent peer pressure

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | Factors affecting advertising | *Note to instructor--one simulation comprises the entire strategy.<br><br>FHA/HERO is soliciting bids for a T-shirt design and desires advertising campaign for national distribution for selected FHA/HERO T-shirt. Establish an advertising company. Determine board of directors, ad campaign manager, artists, copywriter, salespersons, accountant. Company members meet to determine plan of action. Possible questions (develop list on board).<br><br>--What questions do you have about this problem?<br>--What are situational factors affecting this problem?<br>--What are environmental factors? (Laws, rules, school codes.)<br>--How will this decision affect our FHA/HERO?<br>--How will we solve this problem?<br>--What do we need to know about advertising, designing the T-shirt and marketing the product?<br><br>*Note to instructor--during questioning, students should be concerned about designing product as well as advertising the T-shirt.<br><br>Discuss alternatives for T-shirt type and design. Analyze consequences of each alternative.<br><br>Invite an advertising agency representative to speak about product promotion. |
| GOALS VALUES FACTORS / ALTERNATIVES / CONSEQUENCES | | |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Factors affecting advertising (continued) | Survey local FHA/HERO chapters to determine preferences. Weigh and consider alternatives and consequences. Consider many body sizes and figure problems. Consider male as well as female in FHA/HERO. Vote on possible solution.<br><br>Plan a contest to select student designs of the T-shirt. Involve art teachers in evaluating the designs.<br><br>Plan the advertising campaign. Develop advertisements (magazine, television, radio, newspaper, billboard, shopping bags) to promote the T-shirt. Produce sample T-shirt designs. |
| | Reflection | Test the T-shirt using your school as a test mar[illegible]. Based on information gained during test marketing, surveys and other sources, reflect on previous decision. React to recommendations making necessary changes in T-shirt design.<br><br>Develop advertising strategy through questioning.<br>--What information do we need?<br>--What situational factors affect our decision?<br>--Why should we be concerned about the advertising problem?<br>--What environmental factors affect our decision? (Flyers cluttering environment.)<br>--What alternatives and consequences do we have in developing an advertising strategy? (Develop chart on board.)<br>--Do we have the skills necessary to carry out strategies successfully?<br>--What skills do you need?<br>--How can we better prepare for this situation? |
| | | Take action based on class decision for advertising strategy. Produce advertisements. Develop advertising (produce paper advertisements, tape radio spots, videotape, and other planned advertising). |
| | Peer pressure | Evaluate effectiveness of advertising. Consider self, family, others and society. Did peer pressure enter into the decision of design selection, committee representation, decision to purchase? Why or why not?<br><br>Develop a product evaluation questionnaire to determine effectiveness of advertising and reasons for purchasing [illegible] T-shirt. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Peer pressure (continued) | PRODUCT EVALUATION QUESTIONNAIRE<br>1. I like this design because...<br>2. I purchased this shirt because...<br>3. I saw the advertising in...<br>4. My friends think the T-shirt...<br>5.<br>6.<br>7. |
| | | Examine questionnaire responses. Determine instances of peer pressure.<br>--What if everyone acted this way?<br>--What if you were the person purchasing the T-shirt, not the one creating it?<br>--What are the alternatives for the person being pressured into purchasing the T-shirt?<br>--What are the consequences of students being pressured into purchasing the T-shirt? |
| | | IEE--Research promotional ideas found in advertising in relation to clothing and household textiles that are helpful to the consumer. Justify your selection of ideas. Design leaflet on "Tips to the Consumer." |
| | | IEE--Develop a bulletin board, poster, school newspaper article, display case or panel discussion directed toward teenage consumers concerning the topic "Pressure--Media and Peer--And Your Buying Habits." |
| | | IEE--Take an inventory of personal clothing or textile items at home. Write down why you bought each. Indicate those which were influenced by media and/or peers. Discuss how awareness of these pressures can influence shopping habits. |
| | Reflection | Write a paragraph outlining what or who influence your choice of clothing in various situations (school, home, parties, sports, work). |

23.

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal And Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Physical, Social and Psychological Needs? |
| **CONCERN/CONCEPT** | Social and Psychological Needs/ Leisure Time |

**HOMEMAKING SKILLS**

- Select leisure wear appropriate for individual needs

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| 25. MOTIVATION ACTIVITY<br>PROBLEM | Selecting appropriate dress for leisure wear | List leisure time activities which you participate in or your families are actively involved. Place a symbol beside activities by season (Sp-Spring, Su-Summer, F-Fall, W-Winter). Circle activities requiring special attire.<br><br>Describe a time when you saw a person (or yourself) inappropriately dressed at a sporting event.<br><br>--Is this a problem?<br>--Should we be concerned about this situation?<br>--Does it affect self? (No hat when skiing = loss of body heat)<br>--Does it affect others? (Jogger without reflective clothing = automobile accident)<br>--Does dressing inappropriately for leisure time activities cause you or others to feel self-conscious? Why or why not?<br>--Does peer pressure enter into decision of leisure time attire? How?<br>--Does advertising enter into decision of leisure time attire? How?<br>--Do we ever feel unsure of clothing choices for leisure time activities?<br>--Is it necessary to purchase unique outfits for each leisure activity?<br>--Why is it important for an organized team to be appropriately outfitted?<br>--What do we need to know about leisure time attire?<br>--Who/what are the resources?<br><br>Invite a resource speaker from local sports store, or a well-known sports person, to speak about the part dress plays in specific sports. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Selecting appropriate dress for leisure wear (continued) | In groups, select a leisure activity and research physical, social and psychological aspects of clothing needs. Develop a leisure clothing/footgear wardrobe display. Discuss why special footgear is needed for some leisure activities.<br><br>Based upon activity above and clothing selected by the groups, construct posters with pictures clipped from magazines and catalogs. Post in classroom and report on suggestions by group. How could the outfits suggested be modified for other leisure activities? Discuss.<br><br>Evaluate personal leisure clothing. Inventory items (including proper undergarments), discuss effectiveness and make appropriate suggestions.<br><br>Consider the following situations (Debby, Susan, Josh, Andrew and Kathleen, who are entering the tenth grade, live in the same housing development, ride the same bus and are involved in physical fitness activities).<br><br>--Debby wakes up at 5:30 a.m. and promptly jogs two miles before breakfast wearing old gym shorts, cut-off sweatshirt, her brother's hand-me-down nylon parka, and $50.00 running shoes which absorb the pavement shock. She passes Kathleen around 6:00 a.m. as Kathleen is just starting out in her velour designer running suit and matching peach tennis shoes. Kathleen feels that looking coordinated is more important than the exercise involved. After all, you might see someone exciting!<br><br>--About the same time, Andrew is removing his track uniform from the clothes dryer and thinking about the five kilometer run at the meet this afternoon. He has been saving his morning paper route money to purchase new running shoes endorsed by the coach.<br><br>--Josh and Susan, officers in the local FHA/HERO, are meeting at the local McDonalds for breakfast to plan the annual Fitness Fair. This year a June Jog will be an event which should attract athletes and spectators. They also plan to organize a Jog-A-Thon to raise money for the state FHA/HERO project. One responsibility of Josh and Susan is to develop an instruction sheet for entrants in both events. Today, they are discussing suggested clothing. Josh is concerned that only general suggestions should be stated, knowing that his friends Debby, Andrew and Kathleen all have different ideas of appropriate attire. Susan thinks coordinated outfits would be neat! |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Selecting appropriate dress for leisure wear (continued) | What situational factors, values and goals will affect the Jog-A-Thon and June Jog suggested clothing? (Weather, personal values, resources, money, safety, comfort, health, personal preference.)<br><br>Using the following chart, list the alternatives and consequences of possible attire. Consider all personalities involved, such as Debby, Kathleen and Andrew. |

| ALTERNATIVES | CONSEQUENCES |
|---|---|
| 1. All entrants purchase the same shirt and shorts | --Expensive<br>--Not allowing for self expression and different body types<br>--Easy to identify entrants<br>--May limit number of entrants<br>--May not be appropriate for weather (not flexible)<br>--Free advertising |
| 2. No suggestions are outlined | --Freedom of wearing anything<br>--No health, safety or comfort guidelines given for novice<br>--No uniformity |

Develop clothing suggestions to incorporate in the Jog-A-Thon and June Jog entrant instruction sheet. What reasons are behind the suggestions? Why is this best? Considering the environmental factors, are these suggestions workable?

FHA/HERO--Develop a school showcase of appropriate leisure attire.

FHA/HERO--Display and explain insulated clothing suitable for winter activities. Take a winter trip to evaluate comfort and effectiveness of winter items such as boots, coats, gloves and sleeping bags.

FHA/HERO--Invite coaches of several organized sports to serve on a panel discussing attire for sports.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Selecting appropriate dress for leisure time (continued) | IEE--Evaluate your family's leisure clothing. Make suggestions to improve.<br><br>IEE--Study a variety of footwear. Chart the types, advantages, disadvantages and costs of each.<br><br>IEE--Budget expenditures for leisure clothing. Consider current wardrobe, activities involved and resources available. Develop a plan. Evaluate. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal And Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal And Family Textiles? |
| **CONCERN/CONCEPT** | Planning/Quality-Quantity |

**HOMEMAKING SKILLS**

- Determine how much to spend for clothing
- Evaluate family's wardrobe needs
- Select clothing and accessories

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Indicators of quality | Use activity such as "The Price Is Right" to determine the price of ready-made clothes. Ask students to study three ready-made garments of the same type, such as shirts, jackets or slacks and to decide upon prices for the items. Reveal the actual prices. Discuss construction features and other factors (labels or styles) that may have affected cost guesses. Make a list of quality indicators.<br><br>When selecting clothing and textile items, must there be a choice between quality and quantity? If so, why? If not, how can both be achieved?<br><br>Individually read the following situations and state whether quality or quantity would be of the utmost consideration in your choices.<br>--You've just been hired as a bank teller and need new clothes for the job.<br>--You want to buy a baby present for a friend who is on a tight budget, has a limited baby wardrobe available and needs as much help as possible.<br>--You're on a diet and have lost enough weight that all your clothes look too big on you.<br>--You're going for a week's camping/hiking trip into the mountains in October with friends who have gone for several years. You've lived in a warm to moderate climate and have never camped or hiked before, therefore you do not have proper clothing for the mountains.<br><br>Compare your choices. Discuss factors (including goals and values) which influenced individual choices. |
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| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Factors that determine quality/quantity choices | Using resources, construct a checklist of factors to consider when judging quality of a textile item. Bring items from home or arrange a field trip and evaluate selected items using the checklist. Include factors such as judging fibers and fabrics, looking at grain and finish, construction details of stitching, seams, seam finishes, darts/tucks/gathers/pleats, facings and supportive fabrics (interfacings/linings), collars, closures, trims and hems.<br><br>Debate the issue "Quality is always worth the money." List the pros and cons. Discuss how different age groups, socio-economic groups, cultures would perceive this statement.<br><br>IEE--Explain how fads enter into the quality/quantity issue. Interview others on previous fads. Analyze current wardrobe seeking fad items. Report to class findings as related to quality/quantity.<br><br>IEE--Inventory your own wardrobe. Plan an evaluation chart as to quantity, quality and versatility of item. Color code good and poor purchases in relation to wear, suitability and personal value of each.<br><br>List basic categories of clothing that would be typical in the wardrobe of adults, teenagers, children and infants. Circle the number of the listed item if quality would be a greater concern than quantity when selecting that item for that age person. |

| CHILDREN | INFANTS | TEENAGERS | ADULTS |
|---|---|---|---|
| 1. Coats | 1. Sleepers | 1. Jeans | 1. Suits |
| 2. Slacks | 2. Slacks | 2. Shirts | 2. Sports clothes |
| 3. Shirts | 3. Snow suit | 3. Dress clothes | 3. Shirts |

How did your choices vary among the age groups identified? What additional information would you need to know to make a more informed decision?

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | Purchasing quality items at low/moderate prices | React to the case study *Alicia Goes Shopping and answer the following questions.<br>--What are the problems here?<br>--What should Alicia do?<br>--What are the situational factors, values and goals affecting her decisions? List alternatives and consequences of each. Suggest other alternatives to Alicia.<br>--What aspects of quality should Alicia consider in purchasing a coat?<br>--Are there skills that will affect her decision? |
| | Reflection | Individually complete the following sentences.<br>--An item of clothing for which quality would be an important factor is...<br>--Overall, my purchases during the past year have reflected an emphasis on...<br>--In five years, I am likely to consider these factors to be important when planning my wardrobe...<br>1.<br>2.<br>3. |
| | | FHA/HERO--Plan a clothing drive. Check for quality. Make repairs and distribute clothing to charitable organizations. |

FT 2.11

# ALICIA GOES SHOPPING

Alicia has received a $20.00 birthday check from her grandmother to assist in purchasing a winter coat. Living on the busline enables Alicia to visit the stores such as specialty, discount, department, manufacturer's outlet, secondhand and a mail order. She knows that this coat must be versatile enough to wear to school, sporting events and dates. Her mother says that Alicia has peaked as far as height and weight but Alicia is still concerned, especially since she added 2" to her 5'7" height last year! Since Alicia must assume total responsibility for her clothes care, drycleaning is a negative factor as is light colors. With the $20.00 check in hand, plus $30.00 saved from babysitting, Alicia hops on the bus in search of the perfect winter coat.

First stop is Aaron's, a specialty shop with designer labels. A beautiful wrap cashmere coat is spotted. All the desirable construction factors are present and does the wrap style ever look fantastic on Alicia's tall figure! Alicia gasps as she looks at the price tag of $300.00. She recounts her money and promptly jumps back on the bus.

The next stop is the department store with three coat departments--budget, moderate and better coats. The budget department has several selections for under $50.00. There is a brown corduroy with fake fur collar, loden green polyester fill stadium coat and a burgundy wool tweed with a lining that is pulling at the arms. None of these were very flattering on Alicia plus she thought the tweed looked like her maiden aunt's! To the next level! With dismay, Alicia could not find any coats within her price range, however, the moderate section was advertising a buy now-layaway plan. One grey all-weather coat with a wool plaid zip-out lining and matching scarf could be purchased for $90.00 (on sale from $125.00). Checking the hem and buttons, Alicia could see that some repair was necessary. She asked the salesclerk to hold the coat until tomorrow.

The manufacturer's outlet store had nothing in stock in Alicia's size.

The next stop was the secondhand store operated by a hospital charity. The volunteer operating the store was very willing to assist Alicia. Two coats were determined to be possibilities--a navy wool double breasted classic with excellent construction details but needing a replacement lining (price tag of $10.00) plus a rose-colored down ski jacket (price tag of $20.00).

One more stop! The neighborhood discount store offered several coats under $25.00. One in particular appealed to Alicia, a pale buff pseudo suede. On examination she found that there was not an interlining. Remembering waiting on the bus in 0° weather, she hung the coat back on the rack and walked back to her house.

**PERENNIAL PROBLEM** — What To Do Regarding Meeting Personal And Family Textile Needs

**PRACTICAL PROBLEM** — What Should I Do Regarding Procurement of Personal and Family Textiles?

**CONCERN/CONCEPT** — Planning/Life Cycles

**HOMEMAKING SKILLS**

- Evaluate family's wardrobe needs
- Determine how much to spend for clothing
- Select clothing and accessories

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Relationship of clothing to the various stages of the family life cycle | Invite a community representative (a public health nurse, a buyer in clothing store, or a senior citizen) to relate observations in relation to clothing needs of various life cycles. How does age, job, career and income affect the individual's clothing needs and interest change in the various stages of one's life?<br><br>In groups, view pictures of various people's clothes. Select clothes for people of varying ages, sex and life cycles. Share and discuss reasons for your selections with the class. |
| | Factors that influence life cycle textile choices | Discuss factors that influence life cycle textile choices. Consider questions similar to...<br>--Does your work or lifestyle affect how you dress?<br>--Does the way you were raised affect how you dress?<br>--Does peer pressure affect how you dress?<br>--What influences you most when purchasing clothing (rank order)?<br>• What others think<br>• What is in style at the moment<br>• Media or advertisements<br>• Your personal taste<br>• Quality<br>• Activity/occasion for which it will be worn<br>• Family members/structure<br>• Cost<br>• Other<br>Use resources or do a survey to identify factors which are the most influential during each stage of the family life cycle. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | Roles of family members | In small groups, develop a case study representing families in different stages of the family life cycle. (Newlyweds, new parents, age 30-40 with children, age 40-50 with teenage children, middle-age with no children at home, elderly, or less stereotyped families such as parents in their forties with a new baby, young marrieds living with grandparents.)<br><br>Give a detailed description of each family and individual members including factors such as:<br>--Where and how they live.<br>--Type of work or activities in which individual members are involved?<br>--Goals, hobbies, traditions, religion.<br>--Family's income and sources of income.<br><br>Interview someone in that age group concerning their textile needs and problems with textile purchases. |
| | Textile needs of families and individuals | In each group determine what types of clothing each member of the family might need for the current stage of the life cycle. Keep the description of activities and life cycle in mind when determining the individual's and family's textile needs. Discuss how these needs might be met.<br><br>Consider how individual and family textile needs may change as they progress through life. How would these affect decisions relative to textile needs? How could the stages the family has already passed through affect current and future needs? Compare and share your decisions with the class.<br><br>List types of handicaps that may require special clothing (arthritis, blindness, loss of use of limb or amputation, wheelchair-related condition). Select a handicap and role play getting dressed with that condition. Draw or describe types of clothing and closures which would appropriately meet the needs for that handicapped condition.<br><br>Read *Clothing for the Aging.<br><br>Invite or interview someone who works in a nursing home to describe special clothing needs of the elderly. Work in groups to illustrate how to modify garments or to design garments which would meet the needs of the elderly. Share with class. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Textile needs of families and individuals (continued) | IEE--Investigate why children's clothes are a separate part of the manufacturing industry. Write a "tip sheet" for selecting babies' or children's clothing for specific ages. Use pictures to illustrate or draw your own pictures.<br><br>IEE--Investigate why many older people may no longer fit into standard-sized clothing. Other than fit, what would be some features that the elderly would look for when shopping for clothes? Fully describe the styles of clothing and types of closures which an elderly person might prefer.<br><br>FHA/HERO--Construct items appropriate for a senior citizen center, rest home center or preschool. Present item(s) while holding an FHA meeting on site. |

FT 2.12

# CLOTHING FOR THE AGING-I

It is a well-known fact that clothing is intimately related to one's personal appearance and extremely important in social relationships, regardless of age. Not only does clothing influence others, but an attractive appearance raises self-esteem, lifts morale and can be a source of personal satisfaction.

Contrary to the stereotype that the elderly are careless about their clothing and appearance, older people do maintain their interest in clothing and appearance. Often, older people work even harder at being attractive to compensate for some loss of physical attractiveness.

The changing body proportions of people as they age present fitting problems when the elderly select their clothing. There is likely to be a loss in height from spinal changes. The waistline almost disappears, arms are usually fuller, abdomen and hips expand, and legs become thinner. This means many older people no longer fit into standard sizes and have difficulty finding clothes that fit.

Older people may prefer to wear lightweight clothing due to their loss of strength and the fact that they may tire easily. Lightweight clothing also makes dressing and undressing less of a strenuous activity for the older person.

Because of thin and sensitive skin, soft, smooth fabrics should be chosen to reduce skin irritation. Clothing should be free of rough, bulky seams. Increased skin sensitivity also calls for all detergent residue to be thoroughly rinsed from clothing when laundering.

Because of changes in skin tones, flattering colors for garments may differ from those which were worn in earlier years. Very loose or full garments or those which are too long should be avoided since they could easily throw an older person off balance if caught in a door. Such clothing could also easily catch on fire when leaning over a hot stove or heater. Acetates and rayons are more susceptible to flammability than other fibers and therefore should be avoided by the elderly when selecting clothing.

Many elderly women, especially handicapped elderly women, prefer shift-style, one-piece dresses with semi-fitted waists, A-line skirts, lowered necklines, short raglan sleeves or straight sleeves without cuffs. They also like zippers and large button fasteners and long center-front closures. Closures of nylon hook and loop tape provide easy opening and closing--especially for those who experience stiff joints or arthritic fingers.

When shopping for clothing, elderly women usually look for garments which are comfortable, easy to get into and out of, and easy to launder and care for. They also want clothing which is becoming in style and attractive in color.

Source: Florida Department of Education.

FT 2.12

Because of arthritis in his fingers, an elderly man might prefer a "clip-on" tie which is pretied as opposed to a regular tie. Ease in dressing can also be facilitated by wearing slip-on shoes rather than those which lace up. Closures of nylon hook and loop tape can replace buttons on men's shirts, but still give the appearance of a buttoned shirt. All of these suggestions will make it easier for an elderly man to dress and undress himself, without asking for assistance from others.

FT 2.12

Clothing designed for people who have special needs can take them off the sidelines and put them in the mainstream of life.

It is important for elderly people to create a favorable impression through their personal appearance as well as through their behavior. Clothes help maintain a positive self-image and help provide ego support.

Dependency on someone else for the daily task of dressing can be demoralizing. Specially designed or carefully selected clothing may serve to camouflage a physical defect or provide ease in dressing that will contribute to an individual's feeling of independence.

- Clothing must be easy to handle. The elderly and persons with handicaps have limited movement with less than average coordination.

- Clothing must provide freedom of movement. Clothes that bind or are tight tend to affect the circulation, which at its best may not be good. Energy is often limited and dressing activities are difficult if clothing does not provide enough room to get in and out of it. Since individuals often must sit or lie down for extended periods, this requires roomy clothing.

- Psychological needs are important and can be realized through fashionable designs with interesting and colorful fabrics. A person can minimize to himself and others the visual effects of age or of a disability with a good appearance.

- Durability and easy care are required. Crutches and braces add strain and friction which may soil fabrics in given places. The strain on a garment when dressing and undressing is increased with limited body movement. More laundering may be required as a result of accidents with food and incontinence.

Clothing should fit loosely to camouflage a deformity. However, it can fit too loosely and be both uncomfortable and dangerous.

If an individual has little feeling he or she may be unaware of a tight-fitting garment or shoes.

Boots present a special problem. Take care to select the long opening type to aid in getting boots on and off.

Two-piece garments may be best for fitting some figure problems and provide comfort for the wheelchair user. They are also easier to cope with when dressing and undressing.

Shift dresses are good for disguising hip and waist irregularities. They are particularly comfortable for a person with a thick waist.

For the person who is sitting all the time, trousers for both men and women might have to be longer in the back and shorter in the front to provide comfort. Suit jackets need to be short to prevent bunching of excess material. The trouser leg should be longer to accommodate the bend in the knees.

Fastenings perhaps cause individuals with special needs more difficulty than any other garment feature. Avoid back openings; they are hard to reach. Features to look for are zippers with long pull tabs, large buttons, large grippers, and Velcro closures.

Fibers like cotton, linen, and rayon tend to be absorbent but wrinkle. Thermoplastic fibers like nylon, polyester, and acrylics are lightweight, resist wrinkles, and dry quickly but are not absorbent and tend to build up static electricity. Blends of cotton and polyester, however, will combine characteristics, often with advantages of both.

Here are some suggested adaptations for ready-to-wear garments to meet special needs:

- Velcro to replace hooks for bras, girdles, shirts and blouses.
- Tabs and loops or large hooks to transfer to front opening bras.
- Velcro for the fly opening of trousers.
- Zippers added to front opening of slips.
- Longer placket openings.
- Openings in the inseam of pant legs with Velcro tape or zippers for dressing ease and braces.
- Large buttons added to zipper pulls.
- Button-on pockets.
- Elastic in the waistband.
- Wider and additional belt loops.
- A bias strip in the seam allowance at the knee area of pants.
- A gusset added to an underarm seam.
- Extra rows of stitching for reinforcement along underarm seams and lines.
- Tape added to the seams to prevent stretching and breaking thread.
- Adjustable suspenders.
- Reinforced openings and pockets.
- Reinforcements on the inside or outside of shorts or trousers to prevent wear from braces.
- Linings for pants to accommodate added friction from braces.
- Terrycloth lined garments for absorbency.
- Reinforced knees, elbows.

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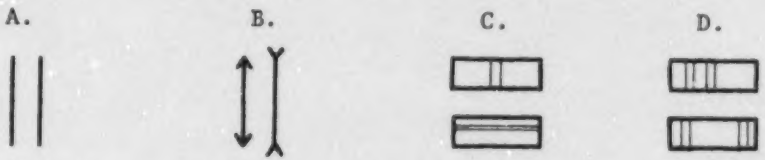
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal And Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Social-Psychological/Design Principles-Color |

**HOMEMAKING SKILLS**

- Relate elements and principles of design to clothing choices

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Prepare from newsprint or large white paper a life-size basic shirt and slacks outfit. Trace the original four times. Color in one with vertical stripes, one with horizontal stripes one all the same color and one with diagonal stripes. Cut out outfits so students can hold up in front of them. Choose four students to stand before the class. Hold up each outfit in front of them. Discuss the following.<br>--How are the four outfits different?<br>--Which design lines make the person look the best?<br>--Does color affect the total look?<br>--What is the practical problem in this situation? |
| | Aspects affecting the total "look" | Make a list on the board of all aspects affecting the way we look.<br>--Elements of design (lines, space, form, texture)<br>--Principles of design (balance, promotion, rhythm, emphasis, harmony)<br>--Color<br>--Body size/figure problems<br>--Accessories<br>--Fabric choices<br>--Fashions/fads (refer to 2.16)<br>Hold an "Illusions" day and wear clothes you think will make you appear taller, shorter, slimmer. Discuss who created the most effective illusion and why. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Elements of design<br>- Line<br>- Space<br>- Form<br>- Texture | Draw the following set of lines on a poster so students can react.<br>  <br><br>Look at the lines in Figures A and B. Do they appear to be the same length or different in each set? Why do you perceive each differently? |
| | -Line | Look at how your eye travels in each illustration (Figures C and D). Are the shapes the same size or different? Does your eye focus on the line or the space? Why does the space in the boxes in Figure D appear to be different though they are the same size? How will these line illusions affect the design of clothing and your appearance?<br><br>Discuss vertical, horizontal, curved and diagonal lines and the effect they have on the body. What alternatives does one have in clothing selection in relation to figure problems/body size? Use *Let's Take A Closer Look to analyze selection. |
| | -Space/form | Look through old pattern books, magazines and other resources. Find examples of each type of line. Have available four sheets of paper or posterboard (one for each line). Students tape or glue line examples found above to the paper to make class posters. Using the posters created by the students, discuss space/form created by the lines. How is space broken up in the examples on the posters? What effect does space/form have on the body?<br><br>Show examples (collect from magazines or sketch) of good and poor space relationships in outfits. Discuss with students. |
| | -Texture | Distribute a variety of fabric scraps with different textures to each student. Which textures would be casual? Which would be more formal? Which would look best on a small person? Which would look best on a large person? Do the textures we wear send messages about ourselves and the occasion? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Principles of design<br>-Balance<br>-Proportion<br>-Rhythm<br>-Emphasis<br>-Harmony | Using resources, define principles of design. Relate design principles to pieces of clothing, using pictures.<br>--Balance - formal and informal; creates equal weights visually and brings about good relationship to all parts of design.<br>--Proportion - Comparing one part of an outfit to another and all parts creating the whole appearance of the outfit.<br>--Rhythm - Eye movement from one part of the design to another part.<br>--Emphasis - An attraction point; creates a center of interest.<br>--Harmony - A pleasing relationship of all principles and elements of design working together.<br><br>Assign a color to each student. For a day record where and how many times you saw that color used. Share with class. Compare results with the season's "fashion" colors. Repeat survey in another season (fall, winter, spring). |
| | Color | Show examples of pattern envelopes. Show same outfit in three different colors or trace or sketch three outfits in different colors.<br>--What effect does color have on the figure?<br>--Is it a major determining factor in whether or not fabric or clothing is chosen?<br><br>Using a color wheel, discuss color relationships; primary, secondary and tertiary colors; color schemes; pastels versus bold, bright colors; warm versus cool colors.<br>--How does color affect mood?<br>--How is color related to your image or personality?<br>--Which colors create illusions of height? Width?<br><br>Show examples of clothing with related color schemes and contrasting color schemes.<br>--Which would be appropriate for job or career? School? Leisure activity? Swim wear?<br>--What factors affect color choices? (Personal coloring--hair, skin, eyes, mood, personality, light fading, laundry fading.) |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Color (continued) | Visit a local department store and see the colors and textures being marketed for the season. Have students determine whether the colors would be attractive on them.<br><br>Provide color fabric samples and mirrors. Working in pairs, try swatches and rank the colors from good to poor for you. Develop an informational chart such as the following.<br><br>MY COLOR PROFILE/PLAN<br>Skin_____<br>Hair_____ Eyes_____<br>Best colors_____ _____ _____<br>Good colors_____ _____ _____<br>Poor colors_____ _____ _____ |
| | Figure problems | Make a personal color plan using above information. Why is it important to understand or analyze your figure?<br><br>Trace or sketch several figure problems on the board. Students point out figure problems. What would be best to do to camouflage these problems? (Consider elements of design, principles of design, color.)<br><br>Discuss figure types. What are several alternatives for these figure problems? What are the consequences of the clothing chosen to solve the problem for this figure? What factors might be affecting your choices?<br><br>As a class, read each of the situations and discuss how elements of design, principles of design and color can be utilized to help solve each person's clothing problem.<br><br>--A friend has just been hired to work in a business office. What types of lines, colors and textures would be the best to select to give an impression of authority? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Figure problems (continued) | --A girl has been invited to a formal dance. What types of lines would help her give an appearance of softness and femininity? What types of fabrics and colors would help in this illusion?<br>--A friend likes to wear dark clothing with very straight lines. Your friend has complained to you that he/she feels that people avoid him/her and it is difficult to make new friends. How would you suggest your friend change his/her appearance to give an air of "friendliness and openness?"<br><br>Using black silhouettes and colored tape, create different illusions with color and design principles and design elements. Individually draw a "problem" situation and design a silhouette that would minimize or hide a figure fault/problem or emphasize an asset. Possible situations include the following.<br><br>--Too short<br>--Too tall<br>--Too thin<br>--Too heavy<br>--Short waisted<br>--Long waisted<br>--Wide hips<br>--No waist<br>--Long neck<br>--Thin arms<br>--Narrow waist<br>--Heavy thighs and legs<br><br>In small groups, have students justify the choices made.<br><br>Using a tailor's form or live model, accessorize (scarves, jewelry, belts, ties) a plain black dress or suit. Note how lines change.<br><br>Individually, identify those things you like about your body or coloring and those you dislike. Identify special ways you can "hide" your figure fault/problem or enhance your strengths. What types of clothing characteristics could achieve the desired effects?<br><br>Design an outfit that would best "feature" your figure.<br><br>Because you select and make choices, sewing your own clothes is an opportunity to design your own clothing--be your own artist. Using the elements and principles of design, find a pattern you would like to make and considering fabric color and texture choices, plan a project for yourself or a family/friend. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection | For each of the following "clients," plan a complete outfit, noting features of clothing that would emphasize/"hide" given body characteristics.<br>--Jennifer has pretty red hair, but wears a size 14 blouse, due solely to her wide shoulders, and a size 8 skirt or slacks. She will wear long, yellow cot[illegible] pants to keep cool and prevent sunburn.<br>--Ma[illegible] club is trying to raise money selling magazines and the members want to [illegible]ate a favorite public image. He is extremely tall and thin.<br>--Maria does not want to create the wrong impression with her curvy "hourglass" figure, yet she loves frilly, feminine fashions. She plans to wear black cotton velveteen jeans on her movie date.<br>--Brenda's hips are too large for the rest of her, yet she wants to wear pants like most of the other kids do. On top she will be wearing a navy and white checked blouse with a navy sweater vest.<br>--Lois and Bob are so happy that she is pregnant with their first child. It is near the end of the school year and she does not yet want to tell her students that she will not be their teacher next year. She is only in the early stages but her tummy is getting a little noticeable. What can she do to draw attention away from or minimize her pregnancy?<br>--Mia has a physical handicap which she would like to be less noticeable. She has had a mastectomy, but does not have the prosthesis to fit into her bra yet.<br>--John has rounded shoulders and needs help to camouflage this figure problem.<br><br>Repeat the "Illusion" day. Discuss differences in choices. Did the choices improve?<br><br>IEE--List career opportunities related to design and textiles and textile products for clothing and the home.<br><br>IEE--Considering adapting clothing for special needs, select a member of your community who may have a special clothing need. Design an aesthetically pleasing wardrobe plan as well as a plan to adapt ready-to-wear clothing to meet the individual's special needs. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection (continued) | IEE--Inventory your personal wardrobe to determine what principles and elements of design you have utilized in the past in your clothing and accessory decisions. Identify what should now be emphasized and plan a wardrobe utilizing the elements and principles.<br><br>FHA/HERO--Have a parent/student workshop on selecting elements and principles of design and color. |

FT 2.13e

LET'S TAKE A CLOSER LOOK!!!

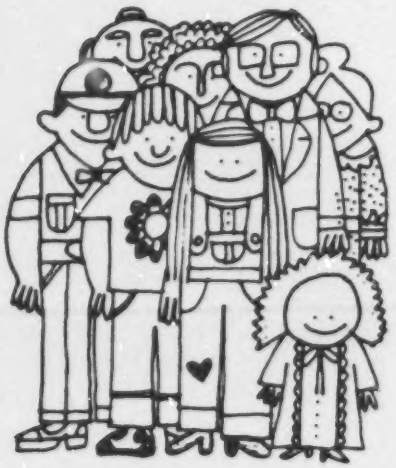
PART I: What effect will each of the items listed below have on a person's appearance? For what type of person would you recommend each item?

| ITEM | EFFECTS | APPROPRIATE FOR? |
|---|---|---|
| Bold prints | | |
| Pinstripes | | |
| Slacks with tucks at hip line | | |
| Dark colors | | |
| Bright colors | | |
| Flared skirts | | |
| Banlon shirts | | |
| Jackets with two slits in back | | |
| Small plaids | | |
| Sport coat with contrasting pants | | |
| Jersey fabric | | |
| Horizontal lines | | |
| Bulky tweed fabric | | |

FT 2.13e

PART II: What types of clothing would help achieve the following effects? Give reasons for your choices.

| SITUATION | APPROPRIATE CLOTHES | REASONS |
|---|---|---|
| 1. A short person wishing to appear taller. | | |
| 2. A tall person desiring to appear shorter. | | |
| 3. A stout person who wants to appear slimmer. | | |
| 4. A slim person who wants to appear heavier. | | |
| 5. The average person. | | |



Curriculum for Independent Living, North Dakota State Board of Education.

**PERENNIAL PROBLEM** — What To Do Regarding Meeting Personal and Family Textile Needs

**PRACTICAL PROBLEM** — What Should I Do Regarding Procurement of Personal and Family Textiles?

**CONCERN/CONCEPT** — Planning/Coordinating Wardrobe

**HOMEMAKING SKILLS**

- Evaluate family's wardrobe needs
- Select clothing and accessories
- Determine how much to spend for clothing

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Individually complete the following open-ended sentences.<br>--My favorite outfit for school is...because....<br>--The outfit is (more/less) formal than my school clothes.<br>--The one item of clothing I need now or will need first in the future is....<br>--The four "separates" (skirts, slacks, shirts, sweaters) I wear most are (give item and color)....<br>--I need the following accessories in the coming year....<br>--I will need the following clothes for sports or special interests....<br>--If I started to work or if I changed jobs, I would have to buy....<br>--My biggest clothing mistake in the past year was....<br>--When I no longer want certain clothes, I....<br>Share responses.<br>Based on responses, discuss the following questions.<br>--What do you need to consider when planning?<br>--What image do you want to project?<br>--What would that lifestyle be like--its values and goals?<br>--How much can you afford or do you want to spend on the wardrobe?<br>--Can you borrow or acquire any items from family members or friends?<br>--What might happen if you borrow an article and lost it or damaged it?<br>--How else might you acquire the clothing items and accessories? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | --What might be some results if you did not plan ahead for activities or occasions in your life?<br>--How can you find what is important in a lifestyle other than your own?<br><br>Use *Looking for Wardrobe Planning Information? to determine factors of wardrobe planning. Develop a fact sheet. |
| | Accessories | Illustrate the role of accessories. Bring examples to class. Show how specific accessories are coordinated with outfits (include scarves, belts, ties).<br><br>Make a mobile or collage showing the variety of current accessories.<br><br>FHA--Invite a clothing store representative to demonstrate the principles of wardrobe planning/coordinating basic outfits. |
| | Clothing inventory | Take an inventory of your clothes. Use butcher paper or a large sheet of newsprint to make a chart. Record what you wear for a few weeks. Tally the number of times you wore each item. Are there some clothes or accessories that you never wear? What might you do with these items?<br><br>--Give them to a charitable group.<br>--Sell them to a secondhand store or in a yard sale.<br>--Give them to a friend or sibling.<br>--Recycle or remodel the items.<br><br>Look through magazines, catalogs and newspapers to find clothes and accessories that you think would perk up some of the garments you rarely wear and would provide more coordination of garments.<br><br>Select one basic garment/outfit for the entire class (like a coat) and each member of the class select accessories for it. Use actual accessories, drawings or pictures. Display and discuss. Do the chosen accessories reflect the individuality of the students?<br><br>Plan an outfit (include accessories) that could be worn for a variety of situations, such as: applying for a job/school outfit/church or (vacation experiences) riding in car/museum visit/out to dinn |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Wardrobe planning | Individually or as a member of a team, select one of the following wardrobes and plan a coordinating wardrobe for that person. Consider the costs of the wardrobe at budget prices, moderate prices and high prices. Obtain prices from newspapers, catalogs or by visiting local stores.<br>--Infant's layette<br>--Grade school wardrobe (male and female)<br>--Senior high wardrobe (male and female)<br>--College wardrobe (male and female)<br>--Business wardrobe (male and female)<br>--Preschool wardrobe (male and female)<br><br>Share the wardrobe plans. Discuss how much it would cost if an entire family had to purchase a new wardrobe. How can a family plan to meet individual members' clothing needs? How could the community be affected if a family lost everything they owned? How might the family replace its clothing other than purchasing it?<br><br>Use practical reasoning to determine values, factors, goals that may be involved in the situation. What are the alternatives and consequences for the group selected? Test wardrobe decisions by using the universal test, role reversal test, and new situation test. |
| PR | Reflection | Complete the following sentences.<br>--My current lifestyle is....<br>--Items of clothing that I currently own that reflect this lifestyle are....<br>--Items that I might acquire that would reflect my lifestyle are....<br>--The lifestyle I would like to have in the future is....<br>--Items of clothing that would reflect this lifestyle are....<br><br>IEE--Based upon the inventory and answers to the questions, establish wardrobe plans for next year. Consider the types of activities, lifestyle and family's clothing budget. How will this plan affect the family? What will you do with items no longer needed? What clothing items already owned will most influence your future purchases? Estimate the cost of items selected. Total and compare with amount of money available |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection (continued) | Revise plan to keep within budget. Emphasize the total cost of the wardrobe is a sum of all its parts.<br><br>IEE--Identify specific activities or occasions for your current lifestyle or one that you would like to have in the future. Plan a wardrobe. (Inventory your present wardrobe and identify what you have, what you need to obtain and how you plan to obtain the items.)<br><br>IEE--Develop a basic wardrobe from 9 to 12 key pieces of clothing. Plan attire for one month using the basic wardrobe. Evaluate results.<br><br>FHA/HERO--Survey several local businesses to discover what is considered appropriate dress for various occupations. Compile results and discuss possible reasons for your findings. Develop a brochure to distribute to other students in the school on "Dressing for the Job You Want." Include suggestions on how to plan the occupational wardrobe.<br><br>FHA/HERO--Several members are planning an overnight trip for an out-of-town FHA/HERO meeting. There is limited space in the cars for luggage. Members plan coordinated outfits appropriate for the meeting's activities.<br>--Plan an FHA/HERO uniform that is versatile, appropriate for males/females, easy to care for, low in cost.<br>--Sponsor a fashion show emphasizing the use of shoes and accessories.<br>--Write an article for school newspaper on this year's fashions. |

FT 2.14e4

LOOKING FOR WARDROBE PLANNING INFORMATION ??

1. Consider your lifestyle.
2. Take inventory of what you have to determine what you need and what you can afford.
3. Prioritize your needs.
4. Don't go to extremes on any one kind of clothing.
5. Evaluate clothes on the basis of quality, style and purpose.
6. Watch for sales.
7. Look for simple style and good design.
8. Keep your budget in mind.
9. Become familiar with available fabrics and finishes and their care.
10. Be able to identify good workmanship.
11. Care for clothes properly.
12. Choose the proper size.
13. Shop in reliable stores.

**PERENNIAL PROBLEM** What To Do Regarding Meeting Personal and Family Textile Needs

**PRACTICAL PROBLEM** What Should I Do Regarding Procurement of Personal and Family Textiles?

**CONCERN/CONCEPT** Planning/Fads-Fashions

**HOMEMAKING SKILLS**

- Select clothing and accessories
- Awareness of fads, fashions and basic items in clothing selection

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Write on chalkboard or make a transparency of the following public reaction to fashion. Public reaction to fashion has been said to be:<br>--Indecent (10 years ahead of time)<br>--Shameless (5 years ahead of time)<br>--Daring (1 year ahead of time)<br>--Smart (currently popular)<br>--Dowdy (1 year later)<br>--Hideous (10 years later)<br>--Ridiculous (20 years later)<br>--Amusing (30 years later)<br>--Quaint (50 years later)<br>--Charming (70 years later)<br>--Romantic (100 years later)<br>--Beautiful (150 years later)<br><br>Survey or record student reaction to the above. |
| | Historical/ cultural influences | Use television, movies, books, magazines, National Geographics, old school yearbooks and other resources to find pictures of dress which illustrate historical fashion and dress of other cultures. Use resources to identify factors (societal, religious, political, geographical) which influenced that fashion. Mount on posters with explanations of type of dress, origin, date. How has this influenced today's dress? |
| | Characteristics of fad, fashion, classic and basic clothing items | Using resources, identify characteristics of fad, fashion, classic and basic clothing items.<br><br>Locate quotes from well-known fashion designers in magazines, in trade newspapers or from the TV news. What do these leaders in the industry say about fashion? Fad? All-around wardrobes? Do you agree? Disagree? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Characteristics of fad, fashion, classic and basic clothing items (continued) | Use resources to view pictures of "classics" in the fashion world. What has placed them in this position? Display pictures of the classic styles. Would the inclusion of some "classics" in one's wardrobe be beneficial? Why or why not?<br><br>Looking through old magazines, identify styles that were fads. Discuss how one might determine if a new style will be a short-lived fad or a long-term fashion.<br><br>Create a display of fad items. Ask students to contribute to the display. Evaluate the worth of each item in terms of cost and serviceability.<br><br>Create a fad. Sketch or make a model. Each student will present his creation to the class, explaining what it is, how to wear it, who they predict will wear it, and how long it will last. After all the presentations have been made, students might vote on the fad most likely to succeed. Discuss reasons.<br><br>Bring "out of fashion," but wearable clothing items, to class. Brainstorm how items could be changed to become more fashionable. (Reshape the legs of pants, change hemline.)<br><br>Discuss why fashion changes so quickly.<br><br>Research a fashion season that has passed, for example, sportswear or swimwear. What was the look compared to two or three earlier seasons? How long do items stay fashionable?<br><br>Brainstorm forms of physical adornment (pierced earrings, cosmetics, hairpieces, jewelry, tattoo, glasses, body painting). Find pictures illustrating forms of adornment. What message do these convey? Did any start with a celebrity or designer? What forms of adornment have been recent fads? What forms would you classify as fashion? |
| PROBLEM | Reflection | Read the following case studies and analyze goals, values or situational factors that affect each person's concern for fashion. |

58.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection (continued) | --Bob hates to shop for clothes, so he wears whatever his Mom brings home for him, or whatever she suggests they buy on one of their rare shopping excursions together. He often feels a little too "dressed-up" so he lets his appearance get messy when he can. After all, he isn't about to take care of clothes he doesn't choose anyway.<br>--Amy wants to fit in with a particular group at school so she dresses and carries her books like the students she admires. When her girlfriend bought a designer brand sweater this year, Amy got one just like it in a different color, even though she looks a little fat in it. It is difficult for Any to afford the "right" labels but she wouldn't be caught dead in an outfit she dreamed up herself.<br>--John pays a lot of attention to how he looks and wears only what looks good on him. He believes he is too short for jeans, and he will not wear a sweater over a shirt for fear of looking too bulky. He thinks his neck is too short for turtle necks. He also thinks velour is so soft it will make him look soft. Every day John wears the same dark slacks and light shirt look.<br><br>What are the alternatives and consequences in each of these cases? Can you identify with any of these situations? What information do we need to consider? How do the above decisions affect the individual, family and others? Is fad/fashion important to you? Your parents? Others?<br><br>Write a space colony story in which descriptions of clothes are included as well as futuristic machines or services related to clothing, and any special problems that have to be considered in clothing design. Discuss implications of stories.<br><br>IEE--Interview grandparents and parents to trace the fashion changes they have viewed for such items as ties, slacks or hemlines.<br><br>IEE--After looking through current newspapers, magazines and pattern books, identify what you feel is the most popular clothing fad today. Write a short paper describing how much it costs, how long it will probably last and whether you would purchase it. Share papers in class.<br><br>FHA/HERO--Interview a buyer from a local clothing store to discover what styles will be offered for the upcoming season. How far in advance of marketing are styles designed? Other questions of personal interest related to fashion should be asked. |

FT 2.21e

| | | | |
|---|---|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal And Family Textile Needs | **HOMEMAKING SKILLS** | |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? | • Compare quality, prices, shopping areas and practices | |
| **CONCERN/CONCEPT** | Obtaining/Buying | | |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | | Ralph stood in the middle of the men's department with several pair of slacks in hand trying to decide which to buy and how to buy. He had $17.00 to spend, but wants to go to a movie later in the week. Help Ralph think of questions he should ask himself concerning this purchase. |
| | Factors which influence consumer decisions | Using resources, develop Cindy Comparison and Sam Shopright cartoon strip illustrating factors in shopping.<br>--What is important to know before shopping?<br>--What do we need to know concerning method of payment?<br>--What are alternative shopping areas?<br>--What are opportunity costs? (Energy/time/money) |
| | | Complete*To Market, To Market. Discuss answers. |
| | | Conduct a survey of people in different age groups concerning where they purchase clothing and/or textile products and why they patronize those stores. Consider all the advantages and disadvantages of each type of store patronized. |
| | | In groups, develop charts outlining retail stores in the area or within an hour's driving distance where needed textiles for the home can be purchased. Compare charts and use resources to determine characteristics, advantages and disadvantages of each category. |
| | | Do *Where Can You Buy It? |

61.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Factors which influence consumer decisions (continued) | Individually draw situations or items from a hat and discuss where you would purchase that item and why. What factors would you consider in making that decision? What alternatives and consequences affect the situations? Discuss how the purchase would affect others, family and community.<br>--Down-filled sleeping bag<br>--Running shoes<br>--Raincoat<br>--Gold-filled earrings<br>--Fur coat<br>--Alligator shoes |
| | Sales | Using current newspaper clothing or household textile advertisements, describe terms which relate to "sales" (end-of-season, special purchase, clearance, close-out, Columbus Day, seconds). Analyze in terms of real vs. apparent meanings. Using resources, compile a monthly buying guide of clothing sales (January-after Christmas, August-fur sale).<br>--What factors contributed to the price of the garment?<br>--Which place would you consider purchasing the item? Why?<br>--Would purchasing this item affect anyone else (family, friends, community)?<br>--Did high price indicate good quality?<br><br>IEE--After researching factors involved in comparison shopping, write "Consumer Alert" articles for school or local newspapers. |
| | Consumer responsibilities | In small groups, write skits depicting irresponsible consumer behavior (trying on white sweater without covering lipstick, mishandling delicate fabrics, leaving pile of clothes in dressing room). Perform for class. Develop a guide listing consumer responsibilities. Publish in parent newsletter. |
| PR | Reflection | Using practical reasoning, do *What Are Your Alternatives? |

62.

FT 2.21e

## TO MARKET, TO MARKET....

Write the letter of the word or words which completes the following statements in the blank provided.

1. ____ Buyer leaves a deposit or partial payment for the goods and merchandise is set aside.
2. ____ Statement by manufacturer or seller of a product or service concerning their responsibility for quality, characteristics and performance of the product or service.
3. ____ Activities designed to increase the sale of certain products or service or to improve business.
4. ____ Items sold below cost to attract customers to a store.
5. ____ Reduction below original price of an item.
6. ____ Unplanned consumer purchases.
7. ____ Something made to the individual order of a customer.
8. ____ Looking at different brands in different stores to compare prices, quality, features and store services.
9. ____ Offers products that have been bought especially for the sale.
10. ____ Items that have minor flaws or imperfections; may be offered at reduced prices.
11. ____ Refers to selling techniques that are intense, strong, persuasive and difficult for customers to understand.
12. ____ Remain attached to the garment--include care instructions and fiber content.
13. ____ Large tags attached to garments.
14. ____ Fabrics made by combining polyester and cotton.
15. ____ Wearing qualities of clothing.
16. ____ Type of garment that has specific characteristics that make it unique.
17. ____ Particular style that is popular at a given time.
18. ____ Something that is new in clothing--but is short-lived.
19. ____ Adds variety to the wardrobe and helps stretch the budget.

A. Fad
B. Hang tags
C. Comparison shopping
D. Loss leader
E. Warranty
F. High pressure
G. Durability
H. Impulse buying
I. Irregulars
J. Accessories
K. Lay-Away Plan
L. Special purchase sale
M. Fashion
N. Permanent Press
O. Clothing style
P. Promotion
Q. Custom made
R. Labels
S. Markdown

Source: Curriculum for Independent Living, North Dakota State Board for Vocational Education.

FT 2.21e

## WHERE CAN YOU BUY IT?

Types of facilities in the community. Check the type of shopping facility selected for study.

| | | |
|---|---|---|
| Department store ____ | Mail-order ____ | Thrift store ____ |
| Specialty shop ____ | Swap meet ____ | Street vendor ____ |
| Discount store ____ | Factory outlet ____ | Other ____ |

In the blanks at the left, rate the services offered by the selected shopping facility from 1 to 5, with "1" being the most desirable and "5" the least desirable.

*Merchandise*

____Variety

____Quality

____Price range

____Brand names

*Shopping environment*

____Desirable location

____Proximity to other stores

____Sales staff

____Shopping hours

____Parking

*Store policies*

____Credit plans

____Major credit cards

____Lay-away

____Approvals

____Returns

____Refunds

____Sales

____Preferred customers

____Promotional practices

*Customer services*

____Delivery

____Alteration

____Repair

____Gift wrapping

____Check cashing

____Mailing

____Telephone orders

____Advisers

____Other services

Instructional Patterns for
Cons/Hmkg Edcuation
California State Department of Educ.

FT 2.21e

## WHAT ARE YOUR ALTERNATIVES?

While shopping at the department store, Sue found a coat that met her requirements of color, style, fit, and care, but its price was $43, more than she planned to spend for the coat. However, she has a charge account and this would allow her time to earn the extra $8 to pay for the coat.

A specialty shop in the shopping center had a beautiful double-breasted corduroy coat in her size priced at $33. Sue looked carefully at the construction details, noting that the coat should wear well. The only drawback was the color, which was gold.

A discount store across town had a large selection of coats. Sue was able to find a poplin "Rain-Shine" coat priced at $20 which was the right size, color, and style, but the construction did not meet her standards. The button holes were raveling, and the lining sagged below the hemline in the back.

In a booth at a weekend swap meet, Sue saw a used suede cloth coat which was similar to the one she wanted, but there was a dark stain on the sleeve. The price was $15. The swap meet was scheduled to close in two hours, so a decision had to be made immediately.

The suede cloth coat pictured in the catalog looked perfect and it cost only $34. She read the description and discovered the coat required professional dry cleaning. She was also concerned about the fit of the coat, since she could not try it on before purchase. However, the catalog said merchandise could be returned for a refund within five days.

The same coat that Sue had found in the Department Store was available at the Factory Outlet Store for half price. She could hardly believe her eyes, a $43 coat marked $21.50. She looked at the tag which read "Irregular." After carefully examining the coat, the only defect she could find was a poorly stitched back seam.

The Thrift Store happened to have a navy blue coat in Sue's size. The fabric was in good condition, but Sue felt that the worn lining would need to be replaced. The $10 price tag was tempting.

Ed, the street vendor, had coats today. Sue saw a navy blue suede coat in her size. It fit well and looked very expensive. The price tag read $15. She wanted time to think about the purchase, but Ed said that the coat might not be available tomorrow.

**PERENNIAL PROBLEM** What To Do Regarding Meeting Personal and Family Textile Needs

**PRACTICAL PROBLEM** What Should I Do Regarding Procurement of Personal and Family Textiles?

**CONCERN/CONCEPT** Obtaining/Buying

**HOMEMAKING SKILLS**

- Identify criteria for purchasing textiles
- Analyze consumer problems

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Using current magazines, find pictures of a variety of clothing and accessory items for the current season (make posters). Compare the cost of the items, particularly noting design details. Analyze costs of special features (designer label, plain pockets vs. embroidered pockets on jeans). Describe whether the item would coordinate with other wardrobe items (patterned vs. plain). Identify items which would be a best buy. Place posters around room. |
| | Criteria for purchasing textiles | Examine several ready-made garments and household textiles (towels, bedding, curtains). Compare fabric characteristics (fiber content, weave, finish), length and type of stitching, width and finish of hems and seams, design matching, price. Record findings on chart. Summarize by describing quality features and those features which would not contribute to the durability of the item. Analyze the manufacturing techniques used to produce each. Compare chart with *On Target Shopping Guidelines. |
| | | In small groups, describe clothes which you bought which did not fit and wore out too soon. Share with large group. Summarize by listing factors which contributed to the problem. |
| | | Invite a salesperson or buyer from an apparel store or visit a store to learn ways of evaluating workmanship, fit and suitability of apparel. |
| | | Invite a salesperson or buyer from a household textiles store or department to learn ways of evaluating workmanship and suitability of household textiles. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Criteria for purchasing textiles (continued) | Using resources, list criteria for purchasing household textiles (table linens, bedding, upholstery, rugs and carpets, curtains and draperies). Describe how to accurately measure. Practice converting measurements (inches to feet, feet to square feet, feet to yards, yard to square yards).<br><br>In small groups, choose appropriate fiber, fabric, textile design and product design (could use fabric swatches and pictures or create own designs) for 1) table linens, 2) bedding, 3) upholstery, 4) rugs and carpets and 5) curtains and draperies for one of these situations.<br><br>--Single man, age 25, in first apartment; makes slightly below average salary; likes sports and outdoor activities.<br>--Young married couple, both working; rent an apartment; like bright colors. entertain often; together make slightly above average income.<br>--Married couple with an infant and preschooler; bought a new three-bedroom home; mother works part time; need to economize; want practical, easy to care for home.<br>--Career single woman, age 40, makes good salary; likes elegance; entertains frequently; prefers pastels.<br>--Elderly couple in own apartment in retirement village; desire comfort and easy to care for household textiles. |
| PROBLEM | Consumer problems | In small groups, choose a situation in which you are returning an unsatisfactory clothing purchase to the store (T-shirt with faded trim, wrong size shoes, jeans with broken zipper, found a better buy, towel shrunk, wrong color or style). Draw a card which describes the type of communication in the return (rude consumer, rude clerk, pleasant exchange, refund was/was not given). As a class, analyze the situations discussing questions similar to those listed below.<br><br>--Was the return justified? Why or why not?<br>--Was the outcome equitable? If not, what more could have been done?<br>--Did communication or attitude affect the outcome?<br><br>As a class, develop a set of guidelines for returning textile and apparel products. Include consumer rights and responsibilities. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Consumer problems (continued) | Invite a panel of persons from local retail establishments to explain store policies and procedures for the return of unsatisfactory apparel and textile merchandise.<br>--Is there any merchandise which is not returnable? Why?<br>--How do returns affect store profits and costs to consumers?<br>--Are there special conditions attached to returning different types of merchandise?<br>As a class, summarize findings. Write an article for a parent newsletter.<br><br>IEE--Invite resource persons from a variety of retail stores to present a panel discussion concerning factors involved in pricing garments.<br><br>FHA/HERO--Present an information speech concerning comparison shopping and/or participate in skill events related to comparison shopping.<br><br>IEE--Keep a record of your family's expenditures for clothing. Develop a clothing budget. |
| PR | Reflection | Consider the following:<br>--Sue's family has $75 to spend for clothing for school. Sue wants an outfit for $25; mother was planning to have a permanent; Tim needs football cleats; and father needs new work shoes.<br>Using practical reasoning, generate alternatives and consequences. Test decisions. Will the family be able to meet everyone's needs and wants? |

FT 2.21

## ON TARGET SHOPPING GUIDELINES

Consider the following points before deciding to buy a garment:

1. Check fiber content. Will it suit your needs?
2. What is proper care for the garment? Is it washable?
3. Is the garment colorfast? This is particularly crucial when purchasing jeans.
4. Check for wrinkle resistance. Try crumbling a corner of the garment in your hand. It should bounce back.
5. Check to see if the fabric will pill. Rub a small area in a circular motion. Hold it at an angle and check for pilling.
6. Is the fabric woven tightly so there is no possibility of snagging?
7. Does garment appear to be well constructed?
   --Buttons are sewn on tightly.
   --Seams are securely sewn.
   --Seams and hem are an even width.
   --There is no loose threads.
   --Plaids and stripes are well matched.
   --Garment hangs straight indicating fabric is cut on grain.
   --Collars and lapels lie smoothly.
   --Buttonholes are neatly and firmly made.
   --Stitches are close together and even in length.
8. Does garment fit correctly?
9. Is there a guarantee or warranty?
10. What type of policy does the store have? Can merchandise be returned?



Source: Curriculum for Independent Living, North Dakota State Board of Vocational Education.

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Labeling |

**HOMEMAKING SKILLS**

- Selection of clothing

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Kinds of information on labels | Using garments borrowed from a store, have a scavenger hunt to locate specific information fround on labels. Afterwards, discuss:<br>--Where were labels found?<br>--What type of label was used for various information? (Permanent label, hang tag.)<br>--What information would be beneficial if buying the garment?<br><br>Make a list of the different kinds of labels found on the scavenger hunt garments. Using the "What if" questioning technique, evaluate labeling information found on labels from the scavenger hunt list.<br>--What if...brand name labels were not found on textile items?<br>--What if...care labels were not found on textile garments? |
| | Characteristics of care labels | Using resources, determine characteristics of care labels. What items do not need to be labeled? Discuss characteristics of labels.<br><br>Discuss changes the consumer movement has played in the labeling of clothes. Are there any other changes you would like to see take place? How would you go about making your concern known? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Characteristics of care labels (continued) | Assume that you found a shirt that you really liked and it was reasonably priced. After inspecting the garment you discover a label that says "Made in China." Will this affect your decision as to whether to purchase it? How will your decision affect society?<br><br>Have you ever removed a care label from clothing after you purchased it? If so, what did you do with the label? What were the consequences of such action? What other possibilities might there be?<br><br>Using pictures from a catalog, choose a garment and draw a care label. |
| | Reflection | React to the following situations.<br>--Sally decided to make a new top to wear for school. She found some fabric on sale at Sew and Go fabric store and purchased two yards. She thought a care label was to be given with each fabric purchase. The clerk did not give her a care label with the fabric. What should she do?<br>--John purchased a red and white striped knit shirt. After washing it in hot water the white became pink. John was unaware of the care label with instructions which said to launder in warm water. What can he do?<br>--Mary decided she needed a winter jacket that was warm, machine washable and wrinkle resistant. She had $130 to spend. Mary found a ski jacket that met the criteria and purchased it in early fall. It is now spring and she is very pleased with the performance of the jacket. What correct decisions were made by Mary?<br>--Bob bought a size medium shirt, but he really needed a small. He returned it to the store and exchanged it easily. He was very pleased. Why was he able to exchange it so easily?<br>--Martie had a blouse of synthetic fabric. While ironing the garment, the fabric became discolored and hard. The area affected was the collar. What happened?<br>--Michael and Sandra had combined their allowance money to get their little sister a present for her fourth birthday. They had decided to buy her a pair of plain colored pajamas and decorate the top with embroidery. As they shopped, they found a yellow pair for $3.89 which were finished with a flame retardant finish and a light green pair for $3.50. There was no information they could see about flame retardant finish on the pajamas priced at $3.50. What should they do? |

72.

PR

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection (continued) | IEE-FHA/HERO--Interview individuals who purchase textile items to discover if:<br>--They read labels and what results have occurred from this practice.<br>--The purchase decision was ever changed by information given on a label.<br>--Label information has value once the purchase is made.<br><br>IEE--If you are going to purchase textile items, will you consider information on labels? Go to a clothing store and make a choice between two similar items. What influenced your choice? Was any of this information found on labels? Develop a checklist to assist in future purchases. Use developed checklist for all purchases within a given period of time (semester, 2 months). Evaluate decisions made. |

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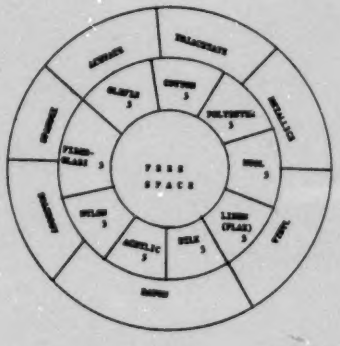
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Fiber-Fabric |

**HOMEMAKING SKILLS**

- Identify fabrics and their characteristics

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Fiber characteristics: structure and properties | On the chalkboard, draw a circle (target) with fibers on rings. Divide into teams providing a bean bag to toss at target. Upon striking a ring, the member of the team throwing must state one fact about the fiber name struck. Missing the target results in loss of one point or missing a question results in loss of one point.  |
| | Performance characteristics | Bring a garment or a household textile item to class from home that you consider a personally interesting or unusual fabric. Considering past performance,<br>--identify fiber content.<br>--identify as woven, knit or nonwoven.<br>--identify any finishes. |

75.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Performance characteristics (continued) | --identify the common fabric name.<br>--identify the care of the textiles (how you cared for it).<br>--express how the suitability of the fabric has been for its intended end use. |
| | Textile applications | Given pictures or drawings of different garments (from pattern envelopes or magazines) and textile products and fabric swatches, select at least one fabric which would be appropriate for each use. Consider factors related to fabric performance (durability, flammability, resiliency), suitability of texture, design, cost, fiber content, fabric treatments, shrinkage, care requirements.<br><br>Choose a type of garment (blouse, skirt, sweater, pants). Visit local stores, Identify types of fibers and fabrics in which you find that garment. Describe the care labels for each fiber/fabric. Summarize findings in terms of wearability, aesthetics, time, energy and money costs to maintain. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Fiber-Fabric |

**HOMEMAKING SKILLS**

- Identify fabrics and their characteristics

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | "Ring Around the Collar Check." Work in pairs to check labels in garments worn to school that day. List fibers stated on labels on the board. Go through local newspaper advertisements circling fibers listed in descriptions. After awareness activity, categorize fibers into natural and synthetic. Define natural and synthetic. List general properties of each category in chart form on chalkboard.<br><br>Use resources as needed to review characteristics of fibers. |
| | Performance tests | Conduct the following tests on sample fabrics.<br>--Sun test - put colored fabric samples in the sun for one week.<br>--Wrinkle test - crush or wrinkle the samples for 24 hours.<br>--Water test - lay the swatches on top of a bowl of water. How quickly do they absorb water? How long do they take to dry and what do they look like when dry? Did they shrink?<br>--Burn test - working over a tray and holding the fabric with tweezers, place near the flame. How fast did it burn? Did it go out? What did it smell like? What was the ash like?<br>--Washing test - wash the fabrics several times in hot and cold water. Record results of colorfastness, shrinkage and surface changes on fabrics. Wash something that is labeled "Dry Clean Only."<br>--Static test - rub a balloon in your hair. Hold the fabric sample close to the static balloon. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Performance tests (continued) | --Fabric structure test - soak a handful of wool batting or wool fibers in hot water. Press with an iron using much force.<br><br>Using construction paper strips or a loom, observe or practice the weaving process. Using knitting needles or a knitting machine, observe or practice the knitting process.<br><br>Examine each of the above fabric samples under a microscope or magnifying glass. Identify weaves, knits and nonwovens. |
| | Flexibility | Given a rubberband, list on board as many characteristics as you can. Compare the quality of flexibility of the rubberband and sample fabrics, knit, woven, nonwoven (suede, felt). |
| | Finishes | Using resources, identify common fabric finishes. Provide labels, hang tags, advertisements stating fabric finish. Evaluate the finish for comfort and care requirements. |
| | Textile applications | Display items in the room and compare fiber content with serviceability of fabric. Determine the importance of label care information.<br><br>Given different activities and conditions, identify and discuss textile fabrics suitable for:<br><br>--Infants<br>--Children<br>--Camping<br>--Sports<br>--Sleepwear<br>--Swimming<br>--Mountain climbing<br>--Farming or ranching<br>--Living room furniture<br>--Carpets<br>--Curtains<br>--A wedding or formal<br>--Pregnant women<br><br>Justify decisions. Test decision using new situation test, role reversal, universal consequence test. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Fiber blends | Considering fibers and their characteristics, put together two or more fibers to form a blend best suited for given circumstances.<br>--A woman has a job that requires a lot of traveling during the hot summer days. Most of the time she lives out of a suitcase.<br>--Barry is a little boy about two years old, learning to walk and is very messy when he eats or plays.<br>--A husband and wife love to go camping or hiking, especially in the winter months. During the summer most of their outdoor gear is put away. |
| | | Justify and test decisions. |
| | | Considering special needs of individuals such as children, elderly, handicapped and athletes in various sports, what textile features would be important to consider when selecting clothing and household textiles to meet their needs?<br>--Type of weave or knit<br>--Special finishes<br>--Special fiber types |
| | | Display garments. Evaluate all the garments on display. Consider factors important to you as well as factors related to suitability of fabric for pattern and intended use. Determine if you would make the same choice of fabric for the garment. |
| | | FHA/HERO--Invite a leathersmith to class to demonstrate working with leather or suedes. Invite a spinner and weaver to class to demonstrate and talk about fiber selections. |
| | | FHA/HERO--Take a field trip to an area fabric store. Each choose a problem situation. In the store find the fabric most suitable for the situation. Identify fiber content, fabric structure, fabric finishes and name of fabric. |
| | | FHA/HERO--Visit a clothing or home furnishing store. Find an example of a poor fabric choice or a good fabric choice for an item of clothing or home furnishing. Explain reasons for your choice. |
| | Technology | Investigate new developments in fibers and fabrics (car upholstery, space-age textiles). |
| | Reflection | Write an ad for the perfect fiber or textile product. Create a name for the product. |

FT 2.24e

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Construction Decisions |

**HOMEMAKING SKILLS**

- Select construction project and needed equipment/notions/fabric

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM<br> | | Samantha, Peter and Wendy approach Room 102 with anticipation. Today they begin sewing. Samantha has never sewn before and is really nervous. Her family does not even have a sewing machine at home. Peter had a semester of sewing and constructed a backpack from a kit. He really liked operating the sewing machine and was proud of his accomplishments. Wendy is a super sewer. She has been in 4-H since the fourth grade and this year she wants to enter the "Make It With Wool" contest. She has already won several ribbons at the fair.<br><br>What factors will influence clothing selection decisions in the classroom? (Time for clothing project, skills and abilities, money, number of students, limitations by the teacher.)<br><br>What questions will Samantha, Peter and Wendy need to ask before making a decision concerning their beginning project? (List on the board.)<br>--How do I know what size I am?<br>--How do I know which project or pattern to select to best fit me? My skills?<br>--What fabric goes with what pattern?<br>--Will I need my own equipment?<br>--How do I know how much fabric to buy?<br>--How do I know what all the symbols mean?<br>--How much should I spend on my project?<br>--How am I similar or different from all the other people in the class?<br>--How can I determine what type of fabric to buy for my pattern? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Determine skill level of students in order to group those with similar skills together or pair an experiences with an inexperienced sewer by construction of a quilt block. |
| | Figure type and size | Post a figure-type chart from the pattern catalog for students to examine. How are the figures different? Discuss how students determine their figure type.<br><br>Using a mail order catalog, look up the measurement charts. List the different categories in which clothing is offered. Explain how they differ. Note where measurements are taken for the various categories of sizes.<br><br>Have another class member take your measurements. Compare the measurements to the sizing chart in the mail order catalog and the figure chart in the pattern book. Determine the size you would wear. Does this size differ from sizes usually worn? Compare metric measurements.<br><br>Discuss appropriate styles for appropriate figure types.<br><br>Post two pattern envelopes (front and back). Clearly label envelope parts and discuss importance of each in determining how much fabric to purchase, notions, size and other aspects. Distribute empty pattern envelopes and prepared questions. Have students practice interpreting and reading envelopes.<br><br>Have a representative of a fabric store as a speaker, take a field trip to a fabric store or borrow samples of fabrics to discuss selection of appropriate fabrics, appropriate trims and notions. (Refer to 2.22 and 2.23.)<br><br>In small groups, role play a poorly prepared student attempting to buy fabric and notions from a poor salesperson. Share conclusions with class. |
| PROBLEM | Pattern selection | Based on skills, knowledge of above and situational factors, what should be done in selecting a pattern? What should Samantha, Peter and Wendy select as a project for class?<br><br>Samantha feels more confident and is excited, but nervous, about sewing. She is considering these alternatives.<br><br>--A jiffy sundress --A purse --A vest |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Pattern selection | Peter is considering these alternatives.<br>--A down jacket from a kit<br>--A windbreaker from a pattern (no kit)<br>--A wrap skirt for his mother for her birthday<br>Wendy is considering these alternatives.<br>--A lined corduroy blazer<br>--A wool coat<br>--A bridesmaid dress for her sister's wedding<br>What are the consequences of each selection? How can their decision affect others? What do you think is best to do for each individual? Do they have the skills necessary to carry out each successfully? How can they better prepare themselves?<br>Individually consider factors which will influence your selection of a clothing project. Identify skills needed to complete selected project. (Fundamental tools, fabric preparation, pattern preparation and others.)<br>Design a bulletin board: "Follow the Yellow Brick Road--to New Clothes." Using yellow construction paper bricks, indicate each step towards completion of a garment (from fabric/pattern selection to final pressing). Using a similar system on an individual basis, students may chart their progress. |
| | Fundamental tools for construction | Review sewing equipment. (Refer to Module 3.12e.)<br>Working in pairs, practice threading sewing machine, stitching straight and curved lines, pivoting. Award students with a Machine Operator's License.<br>Develop safety posters relating to sewing. ("Never be a Porcupine--Mouth," "A Safe Sewer is a Happy Sewer"). |
| | Fabric preparation | Bring selected fabrics to class. Identify characteristics essential to know such as the following.<br>--Fiber content<br>--Fabric finishes<br>--Fabric structure<br>--Fabric care |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Fabric preparation (continued) | Identify lengthwise grain, crosswise grain, selvage and bias of your fabric. Evaluate the grain perfection of the fabric. Discuss these terms in relationship to the pattern layout and the hang of the finished garment. Make a decision concerning straightening grain lines.<br><br>Examine the fabric for nap and direction of prints and plaids. |
| | Pattern preparation | Remove all pattern pieces from the envelope, identify those to be used, trim and press. Read the instruction sheet. Solve the puzzle by pinning together several pattern pieces using the instruction sheet and pattern markings as a guide. |
| | Fitting | In small groups, find pictures or bring clothes to model which illustrate poor fit. Analyze fitting characteristics (freedom from wrinkles, fall of fabric, straight seam lines).<br><br>Compare the pattern size to your body measurements. Check for needed alterations. In small groups, observe demonstrations in length, width and adjustment of style.<br><br>Observe a layout and cutting demonstration and develop a checklist of steps to follow in sequence. |
| | Pressing | Identify pressing equipment as helpful aids to construction.<br><br>Continue with construction. (Refer to Module 2.25.)<br><br>IEE--Identify good construction resources to use for future construction projects. Develop a quick resource book/file of information.<br><br>FHA/HERO--Plan a construction project that could be sold or given to a group such as the department playschool. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Construction |

**HOMEMAKING SKILLS**

- Sew clothing for self and others
- Identify possible interest and skills as a hobby
- Identify opportunity costs

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | | After careful consideration (Case Study 2.24e), Samantha decided to make a cotton/polyester blend sundress with lace trim around the bottom. Peter selected the down jacket from a kit. Wendy chose the bridesmaid dress in velvet. They are ready to begin. What is the next step? Samantha continues to be apprehensive and feels uncomfortable stitching on the sewing machine. Peter feels good about operating the machine but is having a problem with the kit instructions. Wendy is ready to go and has assisted the instructor to reemphasize some critical preconstruction areas.<br><br>Three weeks later...<br>--Samantha proudly looked at her sundress in the school showcase. As she thought about the construction, she really learned a lot but now realized that $20.00 was excessive for just trim. Already, the skirt for the school dance is being planned. She wonders if Grandmother will let her use her machine; or perhaps, Samantha can save allowance and babysitting money for a used machine.<br>--Peter's new girlfriend had a big effect on his time, thus, Peter did not finish his $80.00 down-filled jacket kit. He shared a machine with a sewing machine hog, and Peter also lost his thread for two weeks. During this time, Peter read Mad magazine and wrote love notes to his girlfriend.<br>--Wend completed her velvet dress and anticipates the upcoming fall wedding. She gained new skills but realized that pressing can be essential to the final garment appearance. Wendy monopolized teacher time on many occasions due to the complexity and importance of the garment. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | What should Wendy, Peter and Samantha learn from this experience? How could they have better planned the construction of their project?<br><br>Develop individual plans, depending on project to be constructed. Organize steps, helps, and timeline using references, guide sheets and school calendar. |

EXAMPLE

Name_____ Garment_____

| DATE Projected/Accomplished | Steps to make my project according to guide sheet | Lessons, references with page numbers |
|---|---|---|
| | 1. Staystitch waistline | Textbook - p. 111<br>Butterick film - #1 |
| | 2. Pin front sections together and stitch seams | Textbook - pp. 115-122<br>Butterick film - #1 |
| | 3. Clip curves, press seam | |

Discuss why making a plan helps. What happens if you do not have a plan?

Teacher Help: *Clothing Laboratory Management.

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|---|---|---|
| | Flexibility | Given fabric samples, experiment with stitching. Use different threads, stitch length, stitch type, stitching crosswise, lengthwise, diagonally on wovens and knits. Pull each sample and record which stitches broke first.<br><br>Using resources or demonstration, develop techniques for maintaining stretch in knit fabrics. |
| | Stability | Experiment with a square of different fabrics. Leave one edge unfinished, staystitch another, pink one. First stretch and then wash samples. Compare for stability and extent of ravelling.<br><br>Experiment with stitching and pressing triangular pieces of fabric with the grain and against the grain. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Stability (continued) | Demonstrate techniques for staystitching, edge stitching and pressing.<br><br>Compare a sample of fabric cut in shape of neck piece which is interfaced vs. one which is not.<br><br>Using resources, find types of interfacing and their application.<br><br>Demonstrate techniques for applying interfacing. |
| | Construction process/techniques | Construct selected project. Check daily with construction plan. Teacher give construction technique demonstrations as needed, using models and sample for student reference.<br><br>--Facings<br>--Collars<br>--Sleeves/cuffs<br>--Buttonholes<br>--Zippers/pockets<br>--Linings/interlinings<br>--Darts<br>--Pleats<br>--Waistbands<br>--Ruffles<br>--Hand stitching<br>--Interfacing<br>--Hems<br>--Smocking<br>--Pocket application<br>--Fasteners |
| | | Develop an evaluation instrument for selected projects. Utilize evaluation sheet to reflect on successful construction aspects and provide opportunity for improvement suggestions. What were other alternatives/consequences? How did the action taken affect self, family and others? |
| | | Test decisions:<br><br>--Universal Test--What if everyone selected a difficult project? What if no one finished?<br>--New Cases Test--What if you gain weight prior to wearing your project? What if parent lost job or fabric prices increase?<br>--Role Reversal Test--What if you were the teacher? What if you are the parent? What if you were handicapped? |
| | Opportunity costs | Compare:<br><br>--Your time spent constructing vs. buying the garment.<br>--Your cost in materials vs. buying the garment.<br>--The quality of the finished product vs. buying the garment in similar quality. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Opportunity costs (continued) | Evaluate personal enjoyment of sewing. Individually identify factors you would consider before deciding to construct another garment.<br><br>Thinking of your personal resources and other resources, consider the following questions.<br><br>--Is the construction worth the time, energy and money?<br>--Would you enjoy sewing for another person?<br>--Did this project help in the management of your family's resources?<br><br>IEE--Develop sewing competence by planning project to coordinate with the item made in class.<br><br>IEE--Demonstrate different sewing techniques. Demonstrate to a 4-H club or offer help to a younger 4-H or scout troup.<br><br>Identify good construction resources to use for future construction projects. Develop a quick response book.<br><br>IEE--Construct a garment keeping a log of activities, noting the steps that were easy or difficult, what was rewarding or frustrating, and what were the feelings upon completion.<br><br>--Make a "Shape Mobile" in order to practice making darts, tucks and gathering to give fabric shapes. Recycle scraps of fabric to make soft sculptures or different shapes to be combined with other class members.<br>--Organize sewing supplies and work area using good management techniques.<br><br>IEE--Using skills learned in clothing construction, make home accessories - table-cloths, placemats, quilts or slipcovers.<br><br>FHA/HERO--Plan a construction project that could be sold or given to an individual or a group such as the department playschool.<br><br>FHA/HERO--Hold a "Sew-In." After deciding on a single item (Christmas ornament, apron, laundry bag), complete using standardized directions and judge according to best and quality of work. Donate the items to a local charity or sell. |

FT 2.25e

# CLOTHING LABORATORY MANAGEMENT

Home economics teachers face a stressful situation every time the calendar turns to clothing construction. How does one organize to manage the clothing laboratory? Does the student select their project or should everyone construct identical items? What can you do with beginning and advanced students in the same class? How can you manage with 10 sewing machines and 24 students? Are all construction concepts taught as a unit or should they be spread throughout the laboratory experience? How can one cope with a laboratory that is shared with other teachers and a variety of classes? Can students be creative, challenged, and be under control?

The following ideas are from "Eliminating Stress from Your Clothing Laboratory," Bonnie Johnson and Betty Lee Trout, Illinois Teacher, March/April 1983.

# Eliminating Stress From Your Clothing Laboratories

FT 2.25e

**Bonnie Johnson & Betty Lee Trout**
Teacher Educators, Home Economics
Washington State University

How well organized is your clothing laboratory? The rewards of meeting the challenge of laboratory management are reduction of stress in teaching and satisfaction of students who are excited about what they are learning.

There are decisions to be made prior to the clothing laboratory experience, during the laboratory and in evaluation of the clothing unit.

**Decisions Prior to Beginning a Construction Unit**

*Selecting a Project.* The first decision is the selection of projects, on the basis of the educational objectives and then concepts to be taught, e.g., stabilization by stay stitching and use of interfacings. It is the responsibility of the teacher to decide what clothing construction and management concepts are to be taught. If this decision is based on the needs and abilities of her/his own students, interest and motivation are likely to be increased and achievement greater. Once these concepts have been identified, several projects which incorporate these concepts can be presented to the class so that the students, through the group decision-making process, can determine which project(s) will be constructed. This will help students to be aware of what concepts they will learn during the construction process and provide them with some experience in decision-making and group process. This approach to project selection will assist in teaching construction and management concepts rather than teaching just sewing skills.

*Kinds of Objectives.* If care is taken, several kinds and levels of objectives can be achieved; for example, appreciation (affective domain) of the amount of work a sewing project takes, enjoyment (affective domain) of sewing, evaluation (cognitive domain) of construction techniques or analysis (cognitive domain) of care of fabrics and ability to construct (psychomotor domain) different types of seams.

*Meeting Individual Needs.* A question frequently asked by clothing construction teachers is, "What can I do when I have both beginning and advanced students in the same class?" Some possible solutions are:

1. The difficulty of projects may be varied by choice of fabrics.
2. Different patterns that teach the same concepts may vary in levels of difficulty.
3. Trims that make the project more difficult may be added. Students can also be challenged to make their projects unique by being creative in their choice of fabric and the addition of trims and stitchery.

Students should be helped to make choices and decisions in the selection of their projects that are compatible with their ability level so that they do not become discouraged and frustrated.

Projects which can be completed in one day to one week can provide students with the satisfaction of completing a project before frustration begins. Some concepts can be taught with non clothing projects such as tissue cases, animal pillows, place mats, pillow cases, tote bags, bike cases, or tool kits. Projects should be sequenced from easy to more difficult for greater satisfaction of both teacher and students. The key is to select projects that will teach the concepts.

*Notifying Students and Parents.* Students and parents should be notified about the supplies which will be necessary at least three weeks before the clothing construction unit begins. Parents can be notified by a letter that identifies the concepts to be taught, the supplies that will be needed, and when the supplies should be at school. By giving the families several weeks' notice, the expense can more readily be worked into the family budget.

*Checking Department Equipment.* The condition of supplies and equipment can affect the student's attitude toward the sewing experience, so the machines should be cleaned and checked to insure that they are in working order before students begin to sew. All small equipment, such as shears, should be sharpened and ready to use.

**In the Laboratory**

*Arranging the Room.* By organizing space into clothing units so each student has access to a machine, table work space, and a pressing area, time and motion can be saved, good work habits can be established, and classroom problems can be minimized. Such a classroom might look like this:

The countertops beside the door or cupboards can be designated for student books and belongings so the sewing area is free for projects. Identifying space for hanging garments being constructed can assist in the teaching of management and handling of fabric. Use of some sleeve boards on counter tops instead of all ironing boards will save space. Time can be saved and projects improved if there is one ironing station and one sewing machine for each two students.

Large classes may be more manageable if they are divided into two smaller groups, with one group watching demonstrations and sewing, while the other group is doing programmed learning packages. By alternating the groups every day or two, each student will have maximum use of a machine and work space on sewing days. The cost of equipment for sewing laboratories can thus be reduced.

In order to strengthen students' clothing construction background, the programmed learning packages could focus on grainline and layout, seams, pressing and ironing, fitting, casings, and hemming or other construction techniques. Or the other focus of programmed learning packages might be: use and care of the sewing machine, textiles, care of clothing, stain removal. clothing selection, and color for individuals.

Source: Illinois Teacher, March/April, 1983.
90.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| WEEK 1 | A. Demonstration—layout, cutting, marking<br>Lab → | | Programmed Learning—Use and Care of the Sewing Machine | | Demonstration—stitching seam and pressing<br>Lab—stitch inside leg seam |
| | B. Programmed Learning—Use and Care of the Sewing Machine | | Demonstration—layout, cutting, and marking<br>Lab → | | Programmed Learning—Today's Textiles |
| WEEK 2 | A. Programmed Learning—Today's Textiles | Demonstration—stitch crotch seam<br>Lab—stitch and press crotch seam | Programmed Learning—Care of Clothing | Demonstration—fitting side seam<br>Lab—fit, stitch, and press side seam | Programmed Learning—Stain Removal |
| | B. Demonstration—stitch seam and press<br>Lab—stitch inside leg seam | Programmed Learning Care of Clothing | Demonstration—stitch crotch seam<br>Lab—stitch and press crotch seam | Programmed Learning—Stain Removal | Demonstration—fitting side seam<br>Lab—fit, stitch, and press side seam |
| WEEK 3 | A. Demonstration—casings<br>Lab—casings | Programmed Learning—Clothing Selection | Demonstration—hemming<br>Lab—hemming or casing | Programmed Learning—Colors for You | Evaluation of—<br>• garment<br>• principles learned<br>• skills learned<br>• fit of garment<br>• sewing satisfaction |
| | B. Programmed Learning—Clothing Selection | Demonstration—casings<br>Lab—casings | Programmed Learning—Colors for You | Demonstration—hemming<br>Lab—hemming | |

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(See example of learning package on p. 143.) The chart above might be a schedule for a three week unit for a class working on constructing slacks with casing waist, sweatpants, or shorts. A and B represent groups in the class.

It will be necessary for the teacher to have all materials available for each programmed learning package and carefully worded directions so students can work independently. One member of the programmed learning group could be in charge of the group and be specified as the only one to go to the teacher with students' questions. This leadership role could also be assigned to a teacher's assistant or a parent. Additional programmed learning packages can be provided for students who do not have fabric available or who have completed a project.

With such a schedule, demonstrations are identified and the teacher can demonstrate to smaller groups and follow through with assistance to each student as needed. Experienced students can be encouraged to assist the less experienced students. These students may also give some of the demonstrations.

*Housekeeping Tasks.* If the class assists in identifying the housekeeping duties needed to keep the room and equipment in order, the students are more likely to cooperate in keeping the room neat. After duties have been identified, a plan can be made and posted for students to participate in the tasks, either on a daily, weekly, or a monthly basis. Students must be monitored so that they follow through in carrying out their responsibilities. Using a signal of flipping the lights or tapping a bell to designate time to begin to clean up and housekeeping tasks results in less noise and confusion.

**Evaluation and Follow Up**

If evaluation of the student in the clothing laboratory is based on objectives that were planned before the unit began, then students will be informed of the basis of the evaluation at the beginning of the unit.

The level of objectives should be considered during evaluation. If the objective was to analyze or evaluate, students should be evaluated on their ability to analyze or evaluate. For example, if the student is to analyze the stains on garments and decide proper care, then the evaluation should include analyzing and removing stains, not just identifying or listing things. Another objective might have been to have the student be able to evaluate construction techniques. By having them evaluate their own project, a teacher could determine whether or not they have reached this objective. If one of the objectives was to have the student increase satisfaction, then evaluating on the perfection of the completed project may not be appropriate. The students may learn the concept but because sewing is a motor skill, they may need more practice before perfection of performance is reached. One way to obtain this practice is through completion of home projects or extended learnings.

Continuous evaluation completed cooperatively by the student and teacher will give the student an opportunity to redo something if necessary. Evaluation of a completed garment only may preclude this possibility and cause frustration in the student. Continuous evaluation will help develop student's ability to analyze and evaluate what they have completed and determine whether they are satisfied or want to do it over.

Much of the stress on the teacher and the student during clothing construction laboratories can be relieved by:

1. Appropriate planning which includes selection of objectives and concepts, choice of projects, and well defined grades in daily lesson plans, and
2. Classroom management which includes the organization of time, space, equipment, and students.


BEST COPY AVAILABLE

| | |
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Procurement of Personal and Family Textiles? |
| **CONCERN/CONCEPT** | Obtaining/Construction |

**HOMEMAKING SKILLS**

- Sew clothing for self and others
- Identify possible interest and skills as a hobby
- Identify opportunity costs
- Construct home furnishings and accessories
- Identify sewing shortcuts

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Present the following classified job ads.<br>--Tailor wanted immediately. Must be familiar with fit and shaping.<br>--Boutique desires a creative individual able to design and construct accessories and apparel.<br>--Slipcover and drapery maker trainee desired.<br>--Fabric store seeking individual to demonstrate jiffy construction.<br>--Sporting goods store is now hiring a monogrammer and appliquer.<br>--Christmas is coming. Help turn our fabrics into creative home decorations.<br>--Mother of infant twins wants unique layette constructed.<br>--Spring wardrobe designed and sewn for elderly woman in wheelchair.<br><br>Prepare a resume' to send to the potential employers that shows interests and experiences in apparel-related jobs. Prepare a cover letter of inquiry to accompany the resume'. If the classified ads listed are not appropriate, create a job and develop the resume' and cover letter.<br><br>Conduct a mock job interview with individuals and skills highlighted, as well as the need for additional training or education. List the areas to be improved or needs training on the board (pressing, pattern design, special effect stitches, linings, industrial sewing machines).<br><br>Invite a tailor to speak about tailoring skills. Prepare questions to ask the speaker. Discuss the information received. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Fibers/fabrics | Develop a chart that illustrates fibers/fabrics that require special care or construction. |

| FIBER/FABRIC | CHARACTERISTICS | CARE/UNIQUE METHODS OF CONSTRUCTION |
|---|---|---|
| Sheers/Lace<br>Velvet/Corduroy<br>Wool<br>Silk<br>Leather<br>Vinyl | | |

| | | |
|---|---|---|
| | Mass production or custom clothing | Explore quantity or mass production of clothing. How is it different from custom clothing production? Consider the results of no mass production or no custom clothing production. Why are both important in our society? Define couture. |
| | Equipment | Demonstrate equipment and methods used for advanced sewing. |
| | Design | Design a garment depicting individual personality but based upon a basic garment. Use sleeve, collar, trim modifications to make the design uniquely yours. |
| | Construction | Choose a construction project suited to your ability level. Consider the following for skill development. |

--Bound buttonholes, finished buttons

| | | |
|---|---|---|
| --Linings | --Hem finishes | --Sleeves |
| --Interfacings/interlining | --Pad stitches | --Hems, vents, pleats |
| --Lapels/collars | --Taping | --Shoulder pads |
| --Pressing | --Pockets, flaps, welts | --Weights, chains, covered snaps |
| --Casings | --Cuffs | |

| | | |
|---|---|---|
| | Comparison of construction methods | IEE--Construct a similar garment using jiffy techniques. Compare the time, cost and appearance. Write an article for parent newsletter describing the advantages of each. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Home decorating | Visit an upholstery or drapery making store. Explore methods of using fabrics in the home. |
| | Children's clothing | Write a "tip sheet" for selecting and constructing babies' or children's clothes. Use drawings or pictures to illustrate your tip sheet. |
| | Pattern alterations | Using resources, demonstrate how to lengthen/shorten, increase/decrease width; make special area adjustments (sloping, square shoulders, darts). |
| | Clothing modifications | Consider problems disabled, handicapped or elderly individuals encounter. List alternatives and consequences. |

| | ALTERNATIVE | CONSEQUENCE |
|---|---|---|
| Zippers in back of dress | --Velcro fasteners in front<br>--All pullover styles | --Easy to use<br>--Patterns need modified<br>--Neckline may be out of proportion<br>--Difficult to raise arms |

Interview one of the groups needing special clothing to determine preferences and needs. Design a garment appropriate for that group.

FHA/HERO--Do one or more of the following activities.

- --Visit a nursing home. Survey to determine clothing needs. Make lap clothes and hospital gowns.
- --Plan a home sewing awareness day. Promote home sewing as an economical and creative venture. Use displays and announcements.
- --Hold a bazaar selling and demonstrating fabric decorations, accessories and home decorating items.

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| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Clothing modifications (continued) | IEE--Do one or more of the following activities.<br>--Organize a sewing center.<br>--Design and decorate a room using fabrics. Construct draperies/curtains, decorator pillows, bedspreads, slipcovers.<br>--Modify a garment for a handicapped or elderly individual.<br>--Research other culture's dress. Make a burga, sari, kilt, kimono. |
| | Reflection | Express your values and goals as related to construction. Use *If Only I Had... Discuss.<br><br>Using resources, in small groups, identify factors you should consider when deciding whether to do the following. Consider technical, managerial (time, energy, money, skill level) factors and values (including aesthetics).<br>--Make a bound or machine buttonhole.<br>--Pad stitch collar or fuse interfacing.<br>--Line or not line.<br>--Hand saddle stitch or machine topstitch.<br>--Hem finish with lace or by machine.<br>--Apply patch or welt pocket.<br>--Hand monogram or iron-on applique.<br><br>Summarize by creating a poster. On one side list reasons for tailoring a garment and on the other side, list reasons for jiffy or quick-sewing techniques. |

96.

# IF ONLY I HAD...

FT 2.25

If only I had more time, I would _____

_____

_____

_____

_____

_____

_____

If only I had more money, I would _____

_____

_____

_____

_____

_____

If only I had more energy, I would _____

_____

_____

_____

_____

_____

| | |
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Managing Textiles and Clothing Needs? |
| **CONCERN/CONCEPT** | Care and Maintenance/Storage |

**HOMEMAKING SKILLS**

- Store clothing properly
- Analyze alternatives for storage

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | Reasons for storage | Read the following case study.<br>--Jamie came home from camp, took off his hiking boots and put them in the corner of his damp garage. He hastily threw his wet raincoat in the hall closet and stuffed the T-shirts he had not worn in a drawer with his flashlight batteries. (He really had to push to get the drawer closed.) He then piled the dirty clothes from his pack on top of a shirt which had been stained with ketchup the week before and threw his sneakers on top of the rest of the shoes in his closet. After taking a hot shower, Jamie crawled into bed for a good night's sleep.<br><br>In groups, make a list of the storage procedures Jamie used that might result in clothing and/or textile damage. Share lists and discuss how and why this damage would occur. |
| GOALS VALUES FACTORS / ALTERNATIVES / CONSEQUENCES | Appropriate general storage | Working in groups and using resources, make suggestions of alternatives to the storage procedures Jamie used.<br>--With his hiking boots.<br>--With his raincoat.<br>--With his T-shirts.<br>--With his dirty clothes.<br>--With his sneakers.<br><br>Justify choices by stating consequences.<br>--What explanation might Jamie offer for the storage procedures he used with each of the five items previously identified? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Appropriate general storage (continued) | Chart and identify improper storage of textiles that occur at your home occasionally or most of the time. What factors affect that practice? |

| IMPROPER STORAGE | OCCASIONALLY | MOST OF THE TIME | WHY |
|---|---|---|---|
| 1. Winter coats not hung up after coming in from school. | | X | Have to walk up stairs to hang coats up.<br>Tired/hungry |

Using resources, collect ideas for making clothing and textile storage space more useful. Calculate estimated costs. Develop a visual display of the ideas discovered. Share displays in a class discussion.

Generate ideas for making storage space for clothing and textiles more useful by utilizing materials already on hand. (Flat boxes, shoe boxes, cup hooks.)

Use *Be A Jump Ahead! as background information.

Seasonal storage

Students bring in items of clothing and textile products which have been damaged during storage by insects or mildew. Discuss what could have been done to prevent the damage.

Discuss reasons for textile items being stored differently during times of the year or seasons they are not in use.

--List some of these items.
--Where are they kept when being used?
--Where are they kept during seasons when they are not used?

Visit a drycleaner. View seasonal storage areas. Discuss how items are stored and why they are stored that way.

Write a descriptive paragraph depicting the storage of textiles in your bedroom. Identify areas or items that need improvement. Suggest possible solutions. Taking into account availability of resources, choose the best alternative solution.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Seasonal storage (continued) | Design and make a pamphlet containing the following information.<br>--Reasons for storage of textile items.<br>--Appropriate general storage.<br>--Seasonal storage.<br><br>IEE--Study and suggest improvements of your family's home storage practice.<br><br>IEE--Arrange to assist a young child with his/her clothing storage for a week or two. Develop strategies and techniques to encourage care for his/her clothing in the future. Implement your plan.<br><br>FHA/HERO--Invite a museum curator to discuss procedures used to store clothing and textile collections. Summarize what you learned and suggest ways this information could be applied to personal and family storage practices.<br><br>FHA/HERO--Research and evaluate storage of school textiles. (Band, cheerleader or team uniforms.) Analyze how space could be used more efficiently and items could be stored more appropriately. Describe both minor and major changes that could be made for improvement of the existing situation. Taking into account the cost of improvements, implement one or more of the suggestions, if possible.<br><br>FHA/HERO--Prior to an overnight FHA/HERO activity, discuss selection and storage of clothing for travel. Do activity "I am going on a trip to _____" (use groups of six or seven). Arrange seating in a circle and identify the trip location. Start by having one person say "I am going on a trip to _____ and I am going to pack _____." The second person then says, "I am going to pack (what the first person said) and _____." Continue around the circle until only one person cannot remember all items said previously. Afterward, discuss reasons items were chosen in relation to principles learned about selecting and storing clothing for travel.<br><br>FHA/HERO--Demonstrate the proper way to pack a suitcase for overnight, weekend and a week's vacation.<br><br>FHA/HERO--Hold a storage bazaar. Construct clothes bags, clothes protectors, drawer organizers, covered shoe boxes and similar items to sell.<br><br>FHA/HERO--Arrange a public display of the variety of decorative and creative storage items that can be made by an individual to keep clothes neater, cleaner and handier. |

FT 3.11

## BE A JUMP AHEAD

You can count on clothes being ready to wear when you have planned storage. Plan for proper storage by thinking through the reasons for storage:

1. Convenience during storage means keeping items that are used often in the handiest places. Convenient storage is planned so things are:
   a. Easy to see without digging and hunting.
   b. Easy to reach without climbing or taking everything else out to get whatever is needed.
   c. Place the clothes you wear the most often in a convenient place for easy reach.
   d. Coats, jackets, raincoats, boots and hats may need to be stored in a closet near the outside door or in a hall closet.
   e. Hang shirts and trousers and skirts in one part of the closet and coats and jackets in another.
   f. Sweaters and bulky garments may be stored in deep drawers or boxes.
   g. Store shoes in shoe bags, in boxes with labels, or on shelves.
   h. Jewelry, gloves, handkerchiefs, and other small items may be stored in drawers or small boxes.

2. Protection during storage means caring for clothes and accessories at all times. Examples of storage protection include:
   a. Shelf paper or liner makes a better lining for drawers than does newspaper. Treated shelf paper absorbs grease, repels moisture, and eliminates the risk of stain from printer's ink.
   b. When using under-the-bed storage, be sure that clothes are covered and well protected from dust and lint. Clothes may be placed inside boxes or bags before storing. Plastic bags or thick, clean brown bags may be used.
   c. For greater protection of clothes that are hanging in the closet, plastic or cloth shoulder protectors may be used.
   d. Insofar as possible, avoid using the thin wire hangers on which your garments are returned from the drycleaners. These hangers were designed only to transport garments from store to home. If misused for long-term storage, they may cause garments to lose their shape, they may leave crease marks, and some may cause rust marks.

3. To make the best use of your storage space, store out-of-season clothes in an area that is not needed for clothes used daily. As the seasons change, you will need to do some exchanging of seasonal clothes and when you do remember:
   a. Clothes should always be clean when stored for long periods of time.
   b. Before storing garments, remove belts from their loops and hang them from a hanger. This helps prevent the belt backings from cracking and the garments from sagging.
   c. Close out all fastenings so that the garments will not hang out of shape. Then hang the clothes carefully, or pack them into boxes.
   d. Sweaters and other loosely knitted garments should be stored flat.
   e. All stored garments should be mothproofed.

Source: Colorado Curriculum Guide. 102.

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|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Managing Textiles and Clothing Needs? |
| **CONCERN/CONCEPT** | Care and Maintenance/Equipment |

**HOMEMAKING SKILLS**

- Select and care for equipment used in managing clothing and textiles

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Display an old worn out and new piece of equipment (iron, press equipment). What is the problem with this old iron? Does the new iron have the same problems? Do the actions of the family members affect the performance of equipment in the home? What are the costs if equipment breaks down, needs repair or works inefficiently? |
| | Maintenance | Brainstorm all the equipment used for maintenance and care of textiles in the home.<br><br>Display all the essential small equipment used in the construction process. Identify the name of an item with the description of its use. Demonstrate care of each item.<br><br>--Which cleaners are best suited to exterior surfaces?<br>--Display several suitable cleaning products, including scratch and mark coverups.<br>--Demonstrate the effects of abrasive and non-abrasive cleaners.<br>--Why should the exterior parts of equipment be cleaned?<br>--Does this affect the operation of the equipment?<br>--What effect does it have psychologically? Or does it?<br>--What is the serial number and where is it located?<br>--How do you identify numbers of parts that may be replaced?<br>--What other factors affect the interior workings of the piece of equipment? (Distilled water, grease and oil fittings, dust and lint removal)<br><br>Invite a representative from a sewing machine or repair company to class to demonstrate proper use and care of the sewing machine. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Adjustments and simple repairs | When something breaks down or is not performing properly, what can you do about it? List the alternatives and consequences. Are there skills and knowledge that you can learn which will give you more alternatives to a problem situation?<br><br>Analyze textile care and maintenance first aid situations to be solved such as the following.<br><br>--Brian has just washed his last load of clothes and discovers that the dryer will no longer work. The drum inside is turning but there is no heat. What steps should he follow to try to solve this problem?<br><br>• Make sure correct buttons are pushed all the way in and function properly.<br>• Check the door to be sure it is completely closed.<br>• Check the fuse box or circuit breaker.<br>• Remove the cover and check the thermostat.<br>• Call the appliance repairperson.<br><br>--Mary is sewing a dress that must be finished tonight. Her machine worked fine yesterday but today it seems to want to skip stitches. What should she do?<br><br>--Joe, who is twelve years old, has been sweeping the carpet for his parents because they will be returning home late from work and company is coming tonight. He has just begun when he catches a sock that gets stuck in the sweeper hose. What should he do?<br><br>What can you do to help prevent problems?<br><br>--Mr. and Mrs. Stone both have jobs, are quite busy people and both help to do the laundry in their home. Mr. Stone assumes Mrs. Stone generally cleans the laundry area and Mrs. Stone assumes Mr. Stone takes care of the "workings" of the machines. Neither, however, were too concerned about the equipment because it always seemed to work fine and if a problem occurred they just called the repairperson. Late one night Mr. Stone put a load of clothes in the dryer and turned it on just as he and Mrs. Stone went up to bed. During the night, fire woke them both and they were able to escape but lost the entire back side of the house where the washer and dryer were located. |
| PROBLEM | | |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Adjustments and simple repairs (continued) | What might have caused the accident? What could have prevented this from happening? What other safety factors should be considered when operating electrical appliances?<br><br>Brainstorm what you can do now to help prevent equipment problems in your home.<br><br>IEE--Reorganize and completely clean your laundry or sewing work areas at home, being sure to oil and dust where needed. Locate your fuse box or circuit breaker and learn to operate.<br><br>IEE--Inventory all the serial numbers of your equipment at home, gather the instructional materials and begin a file system for the manuals.<br><br>FHA/HERO--As groups, clean and organize the work area of the home economics laboratory. |

| | |
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Managing Textile and Clothing Needs? |
| **CONCERN/CONCEPT** | Care and Maintenance/Cleaning |

**HOMEMAKING SKILLS**

- Choose appropriate cleaning methods and products
- Launder or dryclean textile products according to fabric characteristics
- Sort clothes for laundering/cleaning

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Use basket/display or pictures of dirty items (clothes, slipcovers, rug swatches and curtains). Give each student an item. Obtain initial reactions from students on "How would you clean this item?" Develop list of factors/questions that influenced the choices. |
| | | Role play how persons in the following situations can work out a solution to their cleaning problems.<br>--A working single parent with young children has difficulty keeping up with the family's laundry.<br>--The Jones' house is completely carpeted. There are four children in the family. The family likes to clean the carpet and furniture at least once a year, twice a year in the heavy traffic areas (living/family room, kitchen and eating area).<br>--A young adult who has never done laundry is living alone and unsure about how to care for garments. |
| | | Discuss the solutions portrayed. Are there other alternatives. Consider the consequences. |
| | | In groups, research cost factors for meeting cleaning problem of the above situations. (Costs of drycleaning, costs of utilities used in laundering, cost and use of laundry products, costs of laundry equipment, skills/knowledge/human resources needed to launder clothing or clean household textile items.) |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Using the information obtained through the group research, develop comparison charts illustrating the information. Suggested headings are:<br>--Task<br>--Human costs (time, energy)<br>--Skills needed<br>--Costs of service<br>--Factors to consider |
| | | Collect care labels or record information from care labels on textile products. Bring information to class. Discuss what the directions mean. Explain how you should care for the item. Develop a chart depicting the different care categories and discuss the specific meaning of each. |
| | Methods of cleaning textile items | Set up a display for laundry aids. Discuss type, purpose and use of each. (Detergent, soap, presoak, oxygen/chlorine bleach, starch, fabric softener, bluing.) Examine at least five brands of a laundry aid. Use *Ready...Set...Go! to compare. |
| | | Provide stain removal charts. Working in pairs, treat prestained 2 x 2-inch cotton squares. Determine stain and course of action. How would method differ depending on fabric? What are the consequences of incorrect usage? |
| | | Using results from the experiments and available resources, develop a chart of common stains and "recipes" for removal. Post near school or home laundry area. |
| | | Look at several garments at home or in a store. Check to see where the permanent care labels are attached. Record what they say. Are some more helpful than others? Discuss why. Using resources that outline the care categories, determine specifically what should and should not be done in caring for each item. |
| | | Make a chart/bulletin board depicting what you have learned about labels in regard to cleaning of textile products. Describe the kinds of information you think all labels should contain. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Textile cleaning products available | Collect and bring ads for detergents/laundry aids and household textile cleaning products from television, radio, magazines and newspapers for an in-class comparison of their claims. Vote for the top two or three products in each category. Buy samples of the winners and try them in class to learn whether they live up to their claims. Read package labels from the products to determine amounts and precautions when using each.<br><br>Set up an experiment for testing home soil removers. Cut some light-colored fabric swatches. Make several similar stains on each scrap with such items as lipstick, grape jelly, ink, grass stain and mud. Try to remove each stain by using some home soil removers such as water, liquid detergent and chlorine bleach. Discuss which stain removers worked best on which stains. |
| | Steps in cleaning process | Brainstorm steps in laundering/cleaning the basket of textile items presented in motivational activity. Organize the steps in a sequence. Assign a team of students to use resources and develop a learning center for each step. Rotate all learning centers and discuss information obtained. (Ideas for centers--sorting techniques, hand laundering methods, preparing garments, press or iron?, selecting settings on laundry equipment.)<br><br>Visit a laundromat, drycleaner or carpet/furniture cleaners or invite resource persons to class to discuss operation of the businesses, skills involved and advantages to consumers when using these services to clean clothing and household textile items.<br><br>Do *Stain Removal Experiment.<br><br>Refer back to situations presented in the problem and determine possible choices for each person. Include discussion of advantages and disadvantages of each alternative.<br><br>Complete *Make It Happen, laundry word scramble. |
| | Reflection | You are the person responsible for the family's laundry and/or cleaning of household textile items for one week. Considering current lifestyle and activities, determine how you would accomplish the cleaning of family textile items. In making the decision, consider factors such as human and non-human resources, effects on family relations and the community. Students with similar family backgrounds could compare reasons for probable differences in their solutions. Determine how you would complete the task if you were living alone. Discuss reasons for differences, if any. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection (continued) | IEE--Assume responsibility for completing family laundry or cleaning of household textile products for a given period of time. Keep track of tasks involved, products used and reasons for selecting the alternative.<br><br>FHA/HERO--Adopt a shut-in, elderly person or handicapped person to complete needed cleaning tasks related to clothing and/or household textile products. (Carpeting, drapes, furniture.) |

FT 3.13e

| Brand | Price/ Size | How Does Price Vary from Size to Size | What Are Claims Made for the Product? | Comments |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

Which of the products would you recommend purchasing? Why?

What overall conclusions can you make from this activity?

Source: Curriculum for Independent Living, North Dakota State Board for Vocational Education.

FT 3.13e

## STAIN REMOVAL EXPERIMENT

Select a variety of fabrics including natural and synthetic fibers. Cut each into 5 equal pieces and number from 1-5. Use number 1 of each fabric as the control. Stain the other pieces of each fabric with four different stains (grass, food, grease, ink). Launder the three sets of strips 2-5 using the following procedure; one set in hot water, one in warm, one in cold.

1. control
2. detergent
3. soap
4. detergent and bleach
5. pre-wash treatment and detergent

Use results to develop a simple chart describing appropriate treatments for basic kinds of stains.

Fabric Type_____

| | Hot Water | Warm Water | Cold Water |
|---|---|---|---|
| 1. Control | | | |
| 2. Detergent A | | | |
| 3. Detergent B | | | |
| 4. Detergent and Bleach | | | |
| 5. Pre-Wash Treatment and Detergent | | | |

In each block, describe the extent of stain removal and any other effects on the fabric.

FT 3.13e

## MAKE IT HAPPEN....LAUNDRY WORD SCRAMBLE

DIRECTIONS: Unscramble letters in the words provided to complete the following statements.

[nitrnitsucos] 1. Follow washing _____ found on garment labels and most washing machines.

[tesckop] 2. Before laundering, empty _____, zip up fastenings, hook hooks, and remove any trimmings or buttons which might be damaged.

[oth] 3. Clothes will not come clean if water is not _____ enough, washer is crowded, or too little detergent is added.

[leycec] 4. A sequence of operations of a washer or dryer which performs a complete home laundry function determined by setting controls and endings with machine shut off. _____

[roatitga] 5. Component of a washer that provides agitation. _____

[resisepnd] 6. A device on washer that adds laundry products to the wash or rinse water. _____

[flul] 7. To reduce water pollution and save water, run automatic only with a _____ load.

[eratrept] 8. Term to describe spot washing of heavily soiled area of clothes such as collar or cuffs. _____

[tarhc] 9. Refer to a stain removal _____ for instruction in removing a special stain.

[nifre] 10. The _____ fabric the lower the dryer temperature setting.

[enerpamnt] 11. Remove _____-press clothes as soon as dryer tumbling stops, then hang or fold immediately.

[reescn] 12. Keep the lint _____ clean to allow proper air flow in dryer.

[lufrifaf] 13. Dryer setting which provides an unheated air flow for freshening pillows, draperies, bedspreads, etc. _____

[kile] 14. Dry _____ fabrics together.

[hcealb] 15. A laundry product that disinfects, deodorizes and removes stain and soils from clothes. _____

[satorfolc] 16. Fabrics that will not noticeably fade, bleed, or run when laundered. _____

[guetredet] 17. Laundry product designed to remove, emulsify, dissolve and suspend soil in a washing solution. _____

[ricabf, netofres] 18. Laundry product used in washer or dryer to make fabrics soft and to help reduce wrinkling and static. _____ _____

[retaw, drsensah] 19. Condition caused by minerals, calcium and magnesium dissolved in water. _____ _____

Source: Curriculum for Independent Living, North Dakota State Board for Vocational Education.

FT 3.13e

| | | |
|---|---|---|
| [reowl] | 20. | Because of environmental concerns, new nonphosphate detergents and reformulated detergents with _____ levels of phosphates have flooded the laundry product market. |
| [entnamrep] | 21. | Most garments manufactured after July 1972 must have _____ care labels. |
| [kubl] | 22. | Fabric _____ is a greater consideration than fabric weight when loading a washer. |
| [medatyleimi] | 23. | Any stain should be treated _____ (or as soon as possible). |
| [retfosne] | 24. | If water is extremely hard, use a nonprecipating water _____. |
| [reov, ygrdni] | 25. | Avoid _____ clothes. |
| [etsoahphy] | 26. | Use a detergent with the highest _____ level allowable. |
| [ngltee] | 27. | Cycle used for washing delicate items. _____ |
| [yegr] | 28. | Clothes may become _____ if water is not hot enough or inadequate amounts of detergent are used. |
| [mclairmoce] | 29. | _____ dryers operate at a higher temperature than those used in the home. |
| [yolnn] | 30. | _____ fabric discolors badly. |

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| | |
|---|---|
| PERENNIAL PROBLEM | What To Do Regarding Meeting Personal and Family Textile Needs |
| PRACTICAL PROBLEM | What Should I Do Regarding Textile and Clothing Needs? |
| CONCERN/CONCEPT | Care and Maintenance/Repair |

HOMEMAKING SKILLS

- Mend and repair clothes

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Relation of repair to cost and appearance of total wardrobe | Write an ending to a humorous story in which someone neglects to repair broken stitches in a seam.<br><br>Select items from a grab bag. Search for a clothing repair problem on each item. (Missing buttons, tear at knee or elbow, broken zipper.) Answer the following questions in regard to the repair needed.<br>--Could this article be worn without repair?<br>--How much wear is left in the garment?<br>--How could the article be temporarily or make-shift repaired?<br>--How suitable would the make-shift repair be for your needs?<br>--Should this item be discarded due to the needed repair?<br>--How much time would be involved in repairing the item properly?<br>--Do I have the skills and knowledge to repair it properly? If not, what alternative do I have?<br>--Would cost justify the needed repair?<br><br>Using the above questions, compile a list of possible actions to take regarding needed repairs. Add other possibilities to the list. Mark with a plus sign or a minus sign to indicate serious consideration you would give to each possibility. How do your marks compare with the rest of the class? What factors affected your decision to mark with possibilities as you did? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Skills related to repair | Explain to the class the action you would take regarding the repair of the items selected from the grab bag. What will be the "opportunity costs" or "tradeoffs" of each of your choices?<br><br>Identify fairly common occurring textile repair needs. Use visuals and/or samples to demonstrate basic hand repair skills: mending with iron-on tape, sewing on buttons, tears, hems, replacing fasteners, ripped seams. Practice making repairs.<br><br>Assess students' levels of competency with machines and review use of sewing machine as needed. Practice making simple sewing machine repairs.<br><br>IEE--Make simple hem alterations or needed repairs for own clothing.<br><br>IEE--Using the learning contract approach, meet set requirements for a predetermined grade by repairing X number of textile items within X amount of time to the satisfaction of self and instructor. |
| | Reflection | Answer the following questions.<br><br>--How does the ability and willingness to mend clothes affect the cost of a person's total wardrobe?<br>--What has caused the popularity of press-on patches?<br>--What is a button shank and why is it important?<br>--What is the difference between a tear and a rip?<br>--How are tears mended? Rips?<br><br>List three reasons for learning to repair your own clothing.<br><br>IEE--Make a mending kit.<br><br>FHA/HERO--Collect secondhand clothing items. Repair for persons needing clothing (handicapped, children, elderly). Evaluate results of your work.<br><br>--Develop a student industry providing garment repair to the school and community. *Whistle Stoppers. |

A student industry providing garment repair to the school and community.

FT 3.14e

Key ideas:

1. Mending clothing prolongs the wearability and improves the appearance of a garment.
2. The economic burden of clothing on a budget can be lessened by mending rather than replacing some items.
3. Mending can increase the fashionability of a garment while providing a means for self expression.
4. There are a variety of job opportunities involving clothing repair that utilize minimum clothing construction techniques.

Activity:

MEND IT & MORE, INC., a student industry providing garment repair for the school and community. Integrating skills learned previously in laundry and clothing care along with minimum clothing construction techniques, the students will perform the tasks at the following stations on a rotating basis

| | |
|---|---|
| 1. Receiving and Damage Estimates: | --give cost estimate using a previously developed price scale<br>--write up service order<br>--tag garment and give customer a tag<br>--refer work not serviceable<br>--determine pick-up date<br>--sort the clothing |
| 2. Suds and Duds: | --pretreat as necessary<br>--wash and dry garments |
| 3. Nicks and Bumps (minor repair): | --replace and/or sew on snaps, hooks and buttons<br>--hand stitch hems, facings and waistbands<br>--custom hand embroidery, applique and trim garments |
| 4. Dents and Rents (major repair): | --resew seams and topstitching<br>--mend and/or replace pockets<br>--machine stitch hems and/or add trim<br>--patch where needed using machine applique, embroidery and trims<br>--repair worn edges with tape, braid or by reversal<br>--repair and/or replace zipper or plackets |
| 5. Performance Control: | --compare service order with job completed<br>--check that job is neat and mending is secure<br>--return inferior workmanship to appropriate station<br>--complete performance control checklist |

Source: Colorado Curriculum Guide.

FT 3.14e

| | |
|---|---|
| 6. Touch Up: | --press garment as needed<br>--hand or fold<br>--retag garment |
| 7. Pick Up: | --determine actual cost<br>--collect accounts<br>--notify customers of late pick-up<br>--handle complaints |

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EQUIPMENT AND SUPPLIES

receipt books
washing machine
clothes dryer
stain removal chart
laundry supplies
fabric scraps
iron on patches
pockets
storage containers
cash box
sewing machines
scissors
rippers
seam gauges
needles and pins
performance control checklist
iron
ironing board
clothes hangers
assorted notions (buttons, thread, trim, tape, etc.)

FT 3.14e

| MENDING & MORE, INC. | PRICE LIST |
|---|---|
| Secure Button, Hooks, Eyes | .05 each |
| Replace Button, Hooks, Eyes | .05 + materials |
| Handstitch Hems, Facin[illegible] & Waistbands | .05/inch |
| Custom Embroidery (by hand) | negotiable |
| Applique & Trims (by hand) | negotiable |
| Resew Seams & Topstitching | .05/inch |
| Mend Pockets | .50 each |
| Replace Pockets | .50 + materials |
| Machine Stitch Hems | .05/inch |
| Additional Trims on Hem | .05/inch + materials |
| Patches (iron-on included) | .25 and up |
| Machine Applique | negotiable |
| Machine Embroidery | negotiable |
| Repair Worn Edges.....collars<br>.....cuffs | .50 each<br>.25 each |
| Replace Zipper | 2.50 and up + zipper |
| Repair Zipper or Placket | .50 |

| PERFORMANCE CONTROL CHECKLIST | YES | NO |
|---|---|---|
| Was all work complete? | | |
| Was sewing neat? | | |
| Are loose threads clipped? | | |
| Are closures, patches & trim secure? | | |
| Is garment clean? | | |
| Is cost estimate accurate? | | |
| Is garment pressed neatly? | | |
| Is garment folded neatly or on hanger? | | |
| Work done on time? | | |
| Inspected by_____ | | |

| | |
|---|---|
| PERENNIAL PROBLEM | What To Do Regarding Meeting Personal and Family Textile Needs |
| PRACTICAL PROBLEM | What Should I Do Regarding Managing Textile and Clothing Needs? |
| CONCERN/CONCEPT | Care and Maintenance/Alterations |

**HOMEMAKING SKILLS**

- Make alterations to clothing

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PROBLEM | Need for alterations | Sally has lost 40 pounds as a result of the Weight Watchers program. All of her clothes from last spring are too big. Jim has a brother 1-1/2 years younger than he. Many of Jim's clothes have a lot of wear left after he outgrows them, however, Jim's brother is shorter and has a smaller waist. In both situations given, there is a need for alterations. Should these clothes be altered? What factors should be considered in making this decision? |
| | | Conduct a survey to identify specific fitting problems people encounter. Include information as to how these individuals deal with the alterations needed. |
| | Cost/time involved | Call or invite a person who does alterations to answer concerns related to amount of time required to make various alterations, cost of alterations and equipment needed. |
| | | Identify places in the community that offer alteration services. |
| | | Make a resource list of alteration books or pamphlets available through the extension service, school or public library which give reliable, detailed directions. |
| | Types of alterations | Using resources, list and categorize types of alterations as simple or complex considering the amount of skill needed to complete. |
| | | Summarize and rank order the most common types of alterations required by self or family. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| PR | Skills for alterations | Bring from home items needing alterations. Write step-by-step procedures to use to make the desired changes. With the aid of the instructor, choose one item to use for an alteration project. Complete alteration project.<br><br>Keep track of the time used during the above project. Considering local charges for similar services and the amount of time you used, would you choose to pay for the service or do it yourself? To make an informed decision, what factors other than time and money would you consider when deciding what to do in regard to alteration needs?<br><br>The possibilities of doing alterations yourself or having someone else do them for you have been presented. Consider the possibility of not ever doing or having alterations made. In small groups, complete the following sentence with as many consequences as you can. "Terry never does or has any alterations done, therefore...<br>--He spends a lot of time trying to find clothes that fit just right.<br>--He wears the bottom out of his slacks because they are too long.<br><br>Select a clothing item that does not fit properly. Use the practical reasoning process to determine what is best to do. (Alter yourself, have altered, throw away, give to someone who can wear it.) What factors influenced your decision?<br><br>IEE--Assume responsibility for family alteration needs for a specific amount of time. Keep a record of all alterations.<br><br>FHA/HERO--Open an alteration shop. Use profits for specific FHA/HERO-related projects.<br><br>FHA/HERO--Prepare a team demonstration related to a specific alteration problem. (Hemming slacks or a dress.) Present at community club meetings. |

| | |
|---|---|
| PERENNIAL PROBLEM | What To Do Regarding Meeting Personal and Family Textile Needs |
| PRACTICAL PROBLEM | What Should I Do Regarding Managing Textile and Clothing Needs? |
| CONCERN/CONCEPT | Self and Society/Energy |

**HOMEMAKING SKILLS**

- Analyze relationship of textiles to energy conservation

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Research and debate the topic--"Should we be concerned about energy consumption and conservation?" Select three students for each side of the debate team, and others are to act as judges. Discuss important issues involved in energy consumption and conservation. |
| | Relationship of textiles to energy conservation | Brainstorm ways the textiles used by individuals and families are related to energy conservation and consumption. Group into ways related to conservation and consumption. Identify how each group affects self and society. |
| | | Read the following paragraph and brainstorm additional ways to conserve.<br>"Consumers may conserve energy by altering their maintenance practices, by extending the wear life of garments where possible, and selecting garments that require less energy for maintenance...means of conserving energy used in maintenance include using laundry equipment with energy-conserving features, using cold water for wash and rinse cycles, hanging garments to dry and reducing the need for frequent laundering by means of spot cleaning and wearing protective covering such as aprons and underarm shields. The wear life of garments may be extended by less frequent laundering of garments, by greater care in wearing and storing garments and by selecting styles and fabrics that will be acceptable for longer periods of time. Sanitation as well as the general appearance of garments should be considered in deciding on specific means of conserving energy."<br>(Energy Consumption in Textiles and Apparel by Annette Polyson.) |

123.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Relationship of textiles to energy conservation (continued) | Display several hot weather garments, several cold weather garments and several inside weather garments. Read the label of each garment and record the information in a chart. (In columns, list ways this information might influence energy conservation.) |

| FIBER CONTENT | CARE | FABRIC FINISHES | COLOR | FABRIC STRUCTURE |
|---|---|---|---|---|
| | | | | |

| | | |
|---|---|---|
| | Textile factors related to consumption and conservation | Use *The Data Sheet. Looking at your responses and considering energy consumption and conservation as your only factor, which shirt would be the best choice?<br>--What are the characteristics of the natural fibers?<br>--What are the characteristics and properties of the man-made fibers?<br>--What benefits are there to blending fibers? (Refer to Module 2.23.)<br>--How can cotton be cool in the summer and warm in the winter?<br>--Why is wool worn in the desert? Why is it warm in the winter?<br>--Some man-made fibers such as acrylic have been texturized to simulate wool. Do they have the same insulating properties? |
| PR | | An elderly person on a limited budget is trying to conserve money on heating and cooling bills. Use the practical reasoning process to determine how he/she could best do this through the wise use of household textiles and clothing.<br><br>A married couple with two young children is concerned about energy conservation for future generations. Plan a list of suggested fibers or blends for the family clothing, home window treatments and blankets which would conserve energy used for heating and cooling the home.<br><br>Compare and add additional information to the label chart developed above. |
| | Energy conservation through clothing and textile care | Discuss ways to cut drycleaning costs.<br>--Sun and air freshening<br>--Cold water rinsing<br>--Spot cleaning |

124.

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Energy conservation through clothing and textile care (continued) | Which appliances in the construction and care of clothing uses the most energy? List energy conserving features to look for when purchasing clothing construction and care appliances. (Washer, dryer, iron, hot water heater.)<br><br>Discuss the care needed for each item on display. Categorize each into cold water, warm water and hot water wash and drycleaning.<br><br>Investigate labeling laws and requirements related to energy consumption and conservation. Evaluate the laboratory equipment.<br><br>Using government publications, make a list of as many energy conserving ideas as possible related to household textiles, clothing selection, care and equipment usage. |
| | Energy conservation through window treatments | Distribute pictures of window treatments. Mount the pictures on a piece of paper and make suggestions (or draw in suggested changes) that would reduce heat loss in winter and improve coolness in summer.<br><br>--What are some major differences between energy-saving window treatments and standard window treatments?<br>--What textile fiber and fabric properties and characteristics would be best for an energy-saving window treatment?<br>--What purpose would a cornice serve?<br>--The suggestion is made to keep the window treatment closed on days that are not sunny. Why? Would you do this? How would you feel about living in a room with the curtains closed?<br><br>What other textiles in the home would have an effect on energy consumption and conservation?<br><br>IEE--Make a diagram of a window treatment in your home and describe or implement energy conservation improvements. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection | Working in groups, assume you are moving into an apartment and you need to select your appliances, furnishings and special clothing. At least two groups will be moving to Alaska and two groups to Florida. Compare items needed in the different locations and describe methods and procedures used to maximum energy conservation.<br><br>FHA/HERO--Do a survey identifying ways to save energy in the school building. Publish the findings in the school newspaper and make posters to place in areas that would influence conservation methods. |

126.

FT 3.21

THE DATA SHEET

Directions: You are a consumer and you have decided to include energy considerations in your decision to buy clothing—in this case a blouse/shirts, one all cotton, one a polyester/cotton blend. Use the following information to help in your decision. Mark each statement with a plus (+) or minus (-) to show whether you consider it a positive or negative factor in your decision to purchase the shirt/blouse. If you think a statement is not important to you as a consumer, write in (not important).

| SYNTHETIC | NATURAL | |
|---|---|---|
| | | it takes 3.5 times more energy to produce 100 pounds of polyester fiber than to produce 100 pounds of cotton lint fiber |
| | | more fiber is needed to produce a cotton shirt/blouse because of loss during fabric production and the greater weight of the cotton |
| | | polyester shirts have a longer life (1-1/2 times longer) than cotton blouses/shirts |
| | | over the total life cycle of the shirt/blouse, the all-cotton shirt requires nearly 88 percent more energy to manufacture and maintain than the polyester/cotton blend |
| | | the cotton shirt/blouse requires about 25 percent less energy to produce than the cotton/ployester blend |
| | | in an automatic washer, the cotton-polyester blouse/shirt (permapress cycle) takes less energy to wash than one made of cotton (regular cycle) |
| | | in a clothes dryer, the cotton shirt/blouse takes more energy to dry than the cotton-polyester blend |
| | | the cotton-polyester blend takes less energy to iron than the all-cotton blouse/shirt |
| | | if all shirts/blouses were to be manufactured from cotton, the total acreage of cotton would have to increase nearly 36 percent and we would have to divert acreage from soybean, rice, corn and beef production |
| | | a single manufacturing plant located on 300 acres of land in Alabama produces as much weight of polyester fiber as the weight grown on all of the 600,000 acres planted in cotton in Alabama in 1974 |
| | | at present, cotton production depletes the soil. The fuel energy required to make up this difference is approximately five gallons of oil per acre |
| | | based on 50 launderings, the energy to maintain an all-cotton blouse/shirt is more than 3 times that of producing the shirt; for the blends it is a little more than 1 times that of producing the shirt |
| | | on a wear cycle basis, two polyester-cotton shirts/blouses are equivalent to three all-cotton blouses/shirts |
| | | 100 percent cotton shirts/blouses have been found to be more comfortable than 100 percent polyester shirts/blouses |
| | | shirts of 60 percent cotton and 40 percent polyester commonly referred to as "natural blend," have permanent press qualities |

Flavin, Christopher. 1980. The Future of Synthetic Materials: The Petroleum Connection. Paper Number 36. Worldwatch Institute, 1776 Massachusetts Avenue N.W., Washington DC 20036. ($2.00).

Van Winkle, T. Leo, John Edeleanu, Elizabeth A. Prosser and Charles A. Walker. 1978. Cotton versus Polyester. American Scientist 66:280-289.

FT 3.21

## SUMMARY

After sundown, nearly half the heat lost from a home escapes around and through the windows. Windows, therefore, present a tremendous challenge to the conservation of energy. In this activity, students devise a solution to this problem.

## BACKGROUND

Most of us prefer rooms and offices with windows. At the 1972 International Design Conference in Aspen, Colorado, architect Louis I. Kahn said this about windows:

> The windows of the room are maybe the most marvelous. Stevens, the American poet, said something to architects. He aspired to be an architect. He said, "What slice of the sun enters your room?" as if to say, the sun never knew how great it was until it struck the side of a building!

Windows provide us with a quick way to check on and to stay in touch with the outdoor environment. Certain windows provide spectacular views and homeowners emphasize this feature when a house is for sale. During the day we benefit from and enjoy the natural light and heat which streams in through windows.

However, windows are also excellent heat transmitters. According to Bruce Anderson (1976), the quantity of heat lost through a 30 x 8 foot insulated wall is the same as that lost through a 2 x 4 foot single pane glass window. This example suggests the significance of winter heat loss through and around windows.

There are many ways to reduce this kind of heat loss: curtains, window shades, interior/exterior insulated shutters, draperies, lined draperies, window cornice to reduce downward air drafts, rigid foam insulation pressed directly against the window, and the bead window, based on the "beadwall" concept patented by Zomeworks, Inc.* The bead window consists of two glass sheets separated by an air space. This space can be filled with styrofoam beads to improve its thermal resistance. An ordinary vacuum cleaner can be used to empty and fill the space!

The trick in all of these window treatments is to trap air between the window and the window treatment. This means that the top, sides and bottom must be "sealed" to help inhibit the air leakage.

**NOTE**

There are many approaches to problem solving. For some it is "common sense" but we are often reminded that what is so "common" about it, is its uncommonness! Problem solving refers to the use of organized and systematic methods to the solution or better understanding of a situation which we find perplexing or in some way puzzling or interesting.

It would be very easy to present a drapery design to students and then ask them to fabricate window dressings which are effective in conserving energy loss through a window. Instead, in this activity you present a problem to students to which they provide their solutions. One reason for proposing a problem-solving approach rather than the use of an already existing pattern is that there are so many design options available. There is still plenty of room for innovation and invention.

A TEACHERING

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*Zomeworks, Albuquerque, NM (Patent #3903665).

FT 3.21

You decide whether the "problem" as presented is too trivial or the solution too simple or so obvious that it isn't worth the solution time. The problem is real in that students can be effective in both changing and improving an energy situation through their own initiative. Its relevance for students is that all of us are being asked to constructively respond to the challenge of energy conservation. In this activity kids have an opportunity to learn that they can be effective in this effort.

After you talk with your students about heat loss and home energy conservation, challenge them to: Devise a curtain/device for a window that will help contain a room's heat.

| | |
|---|---|
| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Managing Textile and Clothing Needs? |
| **CONCERN/CONCEPT** | Self and Society/Ecology |

**HOMEMAKING SKILLS**

- Recycle items of clothing and household textiles

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Susie lives by herself and does not have a sewing machine or the skills to sew. She loves clothes and buys many to keep in fashion. Display several of Susie's old garments and include several discarded textiles from her apartment. Do you think Susie affects the environment by the textiles she buys, how she cares for them or what she does with them when they are out of style? |
| | Environmental concerns | Define Ecology. What are the environmental or ecological issues of concern to us today? How do these concerns affect you?<br>Bulletin board: *The Ecology of a Dress.<br>Scientists say there are three main causes of our environmental deterioration and concern.<br>--Population - continued growth of the number of people on earth.<br>--Production - increased production and technology and the diverse selection of goods and services.<br>--Urbanization - a heavy concentration of a large number of people in one spot.<br>How are each of these causes related to textiles for self and society? Can you identify other causes of environmental deterioration?<br>Research and debate the issue of using natural versus man-made fibers. |
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| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Environmental concerns (continued) | Define pollution. How is pollution related to textiles for self and society?<br>--In the use and care of our textiles, do we create pollution?<br>--With the disposal of textile items, do we create pollution? |
| | Factors to consider | What happens to the textiles in your home when they are no longer usable in their present form? What are your alternatives? What are the consequences of those alternatives? How does this affect your family and society?<br>If textiles are thrown away, what happens to natural fibers? Man-made fibers?<br>Define recycle. Discuss the recycling of some textiles such as wool (virgin, reprocessed and reused).<br>Investigate the role of detergent additives and phosphates in the environment.<br>Define biodegradable.<br>What is an ecological tradeoff? (Clothing fibers can have many lives if you let them.)<br>What could be done with each of Susie's old clothing items and household textiles?<br>Select an item such as an old pair of hose and discuss the different ways you could use them. |
| | Revitalize | Using one of the items on display, hold a class brainstorming session to identify the most creative ways to "face lift" the item.<br>Generate reasons for recycling--sentimental value, economy, ecology, creativity, comfort, restyling for conformity and supplement income. Give examples of each factor.<br>Do a bulletin board display on applique and embroidery techniques.<br>Demonstrate how to dye an old faded item of clothing, patching jeans, minor alterations (sewing on a button, repairing hems, using iron-on tape, shorten garment).<br>Identify ways to recycle old styles. |

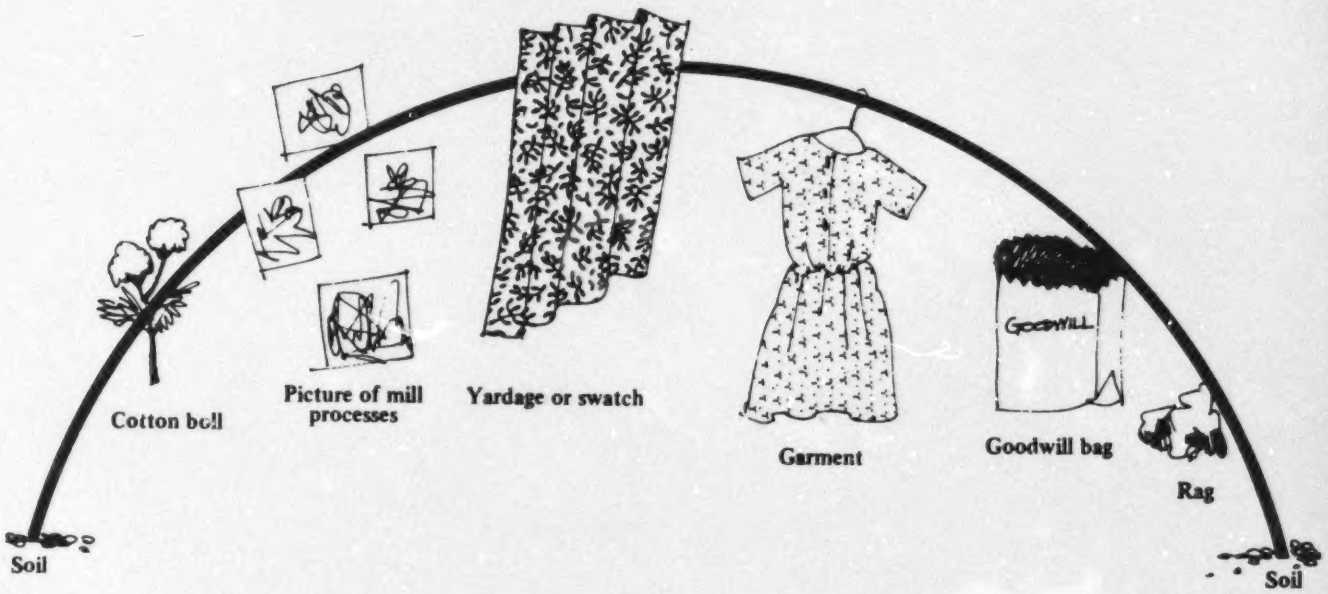
| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Recycle | --What can be made from old jeans?<br>--What can be made from an old pair of pajamas?<br>--What can be made from an old coat?<br>--What can be made from an old tablecloth?<br><br>Clean your closets at home and start a personal button and zipper collection. (Any you do not want could be put in a laboratory file.)<br><br>Develop a list of items to save for recycling (buttons, zippers, jewelry, lace tablecloths, scrap leather, mattress pads, handkerchiefs, hosiery, various trims). Discuss methods of storing collected items: a) Use plastic utensil containers, b) baskets, c) plastic zip lock bags.<br><br>Brainstorm ways to use fabric scraps or pieces of old textiles.<br><br>--Practical household items<br>--Artistic/decorative household items<br>--Clothing items<br>--Children's toys<br><br>Using fabric scraps, make a useful household item. Share with class.<br><br>FHA/HERO--Invite a quilting expert or senior citizen group to class to demonstrate and discuss patchwork and quilting or rag rug making.<br><br>FHA/HERO--Construct a patchwork quilt from fabric scraps to give to a needy family.<br><br>Bring to class an item of old clothing or household textiles. Plan and carry out a revitalized or recycled project. Take a before and after picture for a school display. |
| | Conservation | Consumption is the using of goods, services or resources. Could Susie cut back on her clothing purchases? By revitalizing and recycling, could Susie conserve and cut back her consumption and still be satisfied? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Conservation (continued) | Define conservation. What are we consuming when we care for our clothing? When Susie washes her clothes, what factors should she consider to conserve water and prevent water pollution? |
| | Other alternatives and responsibilities | What are the consequences of the following?<br>--Revitalizing<br>--Recycling<br>--Conserving<br>Do we have other alternatives? Who will benefit from these alternatives?<br>What if Susie just threw away all her unwanted clothing and textiles?<br>--What universal influence does she have on the total environment?<br>--Where does it all begin? Where does it all end? Who pays?<br>--Could others benefit from use of her clothing?<br>--How could she benefit by recycling or revitalizing herself? For others? |
| | | FHA/HERO--Organize a fabric and apparel drive in your school or community. Plan and implement a project for utilizing the items collected.<br>Investigate careers in the recycling industry.<br>Investigate recycling services available in your community. Report your findings to the class. |
| | Reflection | Write a paper explaining how a community can become conscious of environmental concerns and take responsibility for its actions. If you were a legislator, what laws would you enact to ensure the continuance of a safe, clean environment or the conservation of resources?<br>IEE--Determine clothes worthy of recycling. Plan and carry out. Analyze amount of money saved and time spent. |

FT 3.22

# THE ECOLOGY OF A DRESS

**Cotton**
(Student groups should change board from cotton to wool, linen, polyester, glass, rayon, and so forth.)




(You can add items that your space allows, such as *recycling* the dress for the student before giving it away, or notions, yarns, picture of a department store, and so forth. The circle can be the earth. For a long narrow bulletin board you might tie the board together with footprints.)

Source: Instructional Patterns for Consumer and Homemaking Education, California State Department of Education

**PERENNIAL PROBLEM** — What To Do Regarding Meeting Personal and Family Textile Needs

**PRACTICAL PROBLEM** — What Should I Do Regarding Managing Textiles and Clothing Needs?

**CONCERN/CONCEPT** — Self and Society/Government Regulations

**HOMEMAKING SKILLS**

- Recognize the role of legislation to assist consumers in textile

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Use a child's sleepwear or household textile item. In groups, develop a list of all aspects of production and sale of the item which may involve government regulations. (Labeling, flame retardation, fiber content, testing for strength/durability.) Discuss reasons for the government's assuming this role. |
| | Role of goverment | Use resources to research the history of clothing/household textile construction. Compare today's mass production methods with the custom-made method of the past. Discuss conditions present in the textile industry which necessitated some type of regulation. (Safety standards, number of working hours, consumer laws.)<br><br>Make a poster that shows some of the ways in which government gets involved in the garment industry. Discuss how manufacturers and consumers are affected by government regulations. |
| | Textile laws | Select one clothing/textile law to analyze. Write a brief description of its provisions (Textile Fibers Identification Act, Care Labeling Rule, Flammable Fabrics Act). Share descriptions and summarize ways each law protects or assists consumers in making textile decisions. |
| | Effects of textile legislation upon consumers | Invite a resource person from a consumer league/organization to discuss ways in which textile legislation has been used to resolve consumer complaints. Prior to the visit, have students determine list of questions to consider and survey families concerning problems related to use and care of textile products. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Effects of textile legislation upon consumers (continued) | Prepare a questionnaire and survey friends and neighbors about their experiences with clothing and textile labels. Include such questions as the following.<br>--How has labeling been helpful to you?<br>--What suggestions do you have for a better use of terms?<br>--Is there information needed that is not provided?<br><br>As a class, analyze the results and prepare a letter to the Federal Trade Commission with suggestions for improving aspects of labeling in textiles.<br><br>Collect current magazine or newspaper articles dealing with clothing and textile legislation, including issues. Share articles in class and explain how legislation discussed affects consumers in making textile decisions.<br><br>Using resources and brainstorming techniques, debate the topic--"The government should stay out of the textile industry." Discuss advantages and disadvantages of government regulations in the textile industry and how legislation has affected consumers. Each student write a brief paper about how government regulations could affect personal textile purchases. |
| | Reflection | Individually, think of a time your family had a textile-related problem. Write a description of the problem and place it in a bag. In small groups, select a description for each person in the group. Identify specific laws, which had their provisions been used and enforced, could have prevented the problem (reading care instructions, identifying fiber). Share findings and summarize the importance to the consumer of clothing and textile-related legislation. Refer back to the chart developed following the motivational and problem activities. Discuss which role and/or factors influenced the government's involvement, if any, in the descriptions developed by the students. What action should the family take? What situational factors affect decisions? List the alternatives and consequences. Test decision. What if everyone felt this way? What if you were the Federal Trade Commission or the Environmental Protection Agency? What if you purchased the product in Mexico? |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection | IEE--Write to the Federal Trade Commission for a copy of the Textile Products Identification Act. After study, prepare a poster, bulletin board or news article showing the labeling requirements and how they affect consumers.<br><br>FHA/HERO--Write a letter to a congressperson outlining a concern you have in regard to clothing/textile legislation or supporting/questioning the value of legislation in regard to the textiles industry. |

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| **PERENNIAL PROBLEM** | What To Do Regarding Meeting Personal and Family Textile Needs |
| **PRACTICAL PROBLEM** | What Should I Do Regarding Managing Textiles and Clothing Needs? |
| **CONCERN/CONCEPT** | Self and Society/Careers-Entrepreneurship |

**HOMEMAKING SKILLS**

- Obtain information about potential clothing and textile careers
- Complete job applications and develop resumes for textile positions

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | | Display a clothing or textile article. In groups, brainstorm all jobs that would be involved in making and selling the item. Evaluate and compare each list. |
| | Types of jobs in textiles | Individually or in small groups, select a textile career and develop a list of questions one needs to ask about that career. Use resources to make a booklet that shows the kinds of skills, experiences and training needed to work in that textile career. List advantages and disadvantages of the career. Explore vocational, technical college programs in clothing and textiles.<br><br>Invite persons now active in clothing and textile careers to discuss their respective careers. In advance, prepare a list of several questions to ask these persons. |
| | Types of entrepreneur | To investigate entrepreneurship and the risks involved, use class activity similar to the ones listed below.<br>--Invite local entrepreneurs to class and interview them.<br>--Read Entrepreneur Magazine (2311 Pontius Avenue, Los Angeles, CA 90064).<br>--Read materials from Small Business Administration (Superintendent of Documents, Washington, DC 20402).<br>--Invite speakers to share information, satisfactions and dissatisfactions. |

| PROCESS SKILLS | CONCEPTS | STRATEGIES |
|---|---|---|
| | Reflection | Individually answer the following questions concerning careers in the apparel industry.<br>--What is so great about being an entrepreneur and is it for me?<br>--What skills do I have to sell?<br>--What skills would I like to develop and how can I develop them?<br>--What skills would I need to develop for a career in textiles?<br>--What jobs are available that match my interest and potential skills?<br><br>FHA/HERO--Arrange to visit a large department store and take a behind-the-scenes tour (publicity, promotion, credit, customer relations, buyers' offices, stockrooms, receiving).<br><br>FHA/HERO--Develop a business project as a class, utilizing concepts such as specialization, time and resource management, costs and prices, market analysis and inventory. Make small items out of scraps for Christmas, make T-shirts to sell, offer alterations and repair shop, make draperies. Include use of profits in project as a chapter.<br><br>FHA/HERO--Select clothing and textile careers in which members are interested. Organize an on-the-job day with each member spending a day with someone in the field. Share experiences with class.<br><br>FHA/HERO--Organize a style/fashion show. Students assume responsibilities for all the careers involved in developing, advertising and implementing the activity.<br><br>IEE--Individually, start a work diary of your job history. Record name of employer, address, telephone number, date started, date left, reason for leaving, job description, any change in job description, salary information such as hourly or weekly and persons who would serve as references.<br><br>IEE--Research and write to a designer whose work is admired. Ask questions one might not find in a biography. Report results. |





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